

# THE Catholic Educator

November 1960



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*Teach About Communism in Catholic Schools . . . 220*

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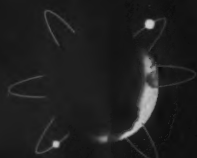
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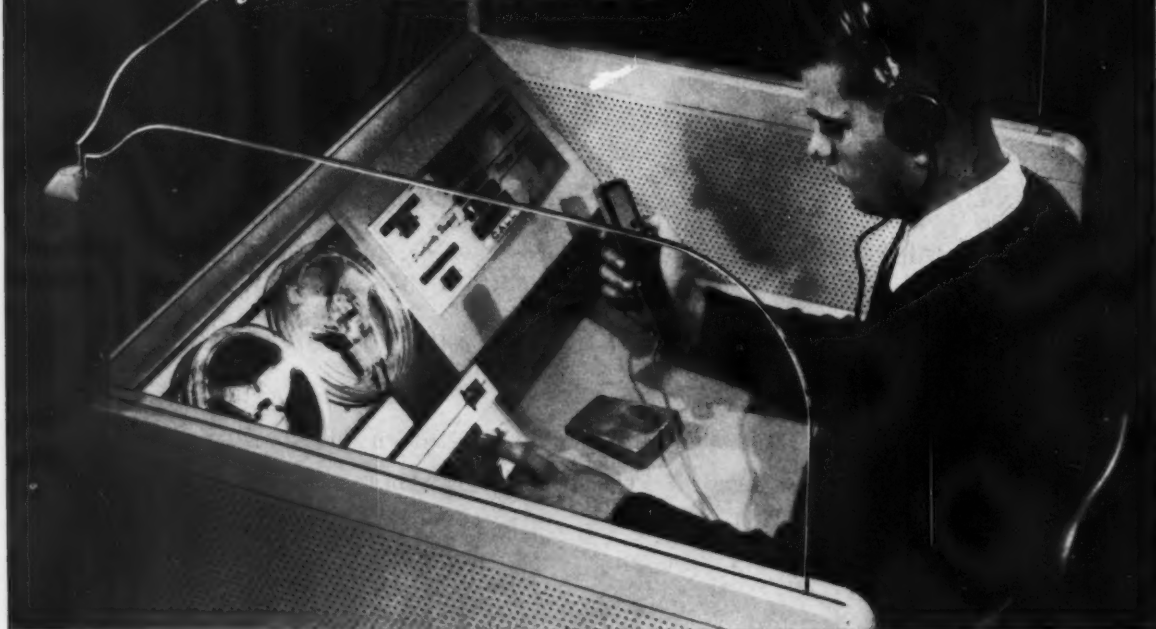
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## ON OUR FRONT COVER

Discovering the fascinating microscopic world in the biology laboratory at Regina Dominican High School, Chicago, Ill. Photo courtesy of Barry & Kay, Architects, Chicago.

# CLIPS AND COMMENTS

By  
John F. Wagner

## RELIGION FOR ALL

The National Newman Chaplains Association met quite recently in conjunction with the Newman Club Federation and urged non-Catholic colleges to openly and actively promote courses in religion on the campuses. Citing crises in student affairs throughout the continent, the Chaplains said:

The Newman chaplains hope that the American college and university educators will seize this opportunity, bred by crisis, to actively promote courses in precise religious knowledge and will openly encourage the work of the various religious organizations on campuses.

We believe that, after years of public apathy, a breakthrough towards Christian justice is now in sight. We stress the need of solid religious and moral education to add a needed dimension to this movement.

The chaplains pointed out that almost one hundred years ago, John Henry Cardinal Newman stressed the "pivotal function" of religious and moral truth in education. Here in the United States, the chaplains said "national purpose and higher learning" have already suffered too long from the lack of such training.

In another action, the federation asked the regents of the University of Arizona in Tucson to rescind their order to abolish the Newman Club on campus in order to make way for expansion. The federation called the action a departure from the norms of American secular education and "an affront to the traditions of true Americanism and democratic liberty."

## INTELLECTUALS AND INFLUENCE

In 1955, with the publication of a provocative essay entitled "American Catholics and the Intellectual Life," Msgr. John T. Ellis of Catholic University brought into sharp focus a problem which had concerned a number of people for some years—the status of the Catholic intellectual. Briefly, Msgr. Ellis stated the problem thus:

Admittedly, the weakest aspect of the Church in this country lies in its failure to produce national leaders and to exercise commanding influence in intellectual circles, and this at a time when the number of Catholics in the United States is exceeded only by those in Brazil and

Italy, and their material resources are incomparably superior to those of any branch of the universal Church.

All who have followed the situation are more or less familiar with the solutions offered by Msgr. Ellis and his successors in criticism; Father Cavanaugh, Arthur O'Dea, Father Murray, Father Weigel, and Justus Lawler among others. But as many words have been offered in contribution to the problem, as few actual deeds were done to accomplish any solution and the problem for the most part remains—if only as a debating topic.

Two distinguished clerics, however, have recently made their views known on this subject and write from a position of hope with an approach which if carried out will go a long way towards meeting the problem and bringing Catholic intellectual influence to bear.

In a small pamphlet published by the Daughters of St. Paul, Richard Cardinal Cushing discusses the *Role of the Christian Intellectual* citing the basic principle that it is the duty of every Christian to work for God, to Christianize his surroundings, to leaven his world with Christ's teachings and to illumine, explain and, if possible, lead the community to the Church. In explaining the problem and its solution, the Cardinal says:

Let's face it: Christianity was once the center of gravity of our civilization. Today it is a peripheral activity. At work, in leisure, in its social, sexual, intellectual interests, the mass of the modern community is almost without traces of Christian values. Christianity is external to that community; it is remote, detached, unrealized. The Church has great institutions and massive organization, but these represent partly an inheritance from the past and partly the energies of a minority within a minority. Christ's members are on the defensive in most places, on the decline in some, on the upgrade in only a few.

The problem is to renew the apostolic spirit. The Church must repenetrate the modern community from which she has been largely isolated. The community will not come to her. She must go to it, as Paul went and Xavier and Francis of Assisi. It is upon her intellectuals that she must depend for her mission in an age so enamored of ideas.

The Cardinal goes on to say that only Christ can heal the heart and restore the good life to man and that God works through man so that Chris-

tian intellectuals must penetrate the marketplace to be a missionary, to be identified to Christ's purpose, to bring the answer to all men. Although Cardinal Cushing was perhaps a little general in his directions to intellectuals, Father Robert Gannon, S.J., former president of Fordham University is much more specific. In discussing the preceding criticisms on the subject, Father Gannon brushes aside the objections pertaining to Catholic schools and lays the blame directly to Catholic social ghettos. He maintains that Catholics have too long stuck to our own. We are no longer under persecution (perhaps debatable these days) and we should begin to move out in the communities in which we live—to extend our influence to all areas of Christian endeavor.

Our minimum program, then, in removing the bitterness that wells to the surface of our rational life when the spirit of politics gets out of hand, is to make sure that intelligent Americans of good will, Protestant, Jewish or whatever, know us for what we are. If we are real Catholics, we are worth knowing; and our character answers more objections than any sermon would . . . What leadership do we give the Red Cross, for example, or the Boy Scouts, or the public library, the art galleries, symphony orchestra and movements for better parks? And yet, what is more conducive to seeing God in my neighbor and having my neighbor see God in me, than to work with my neighbor when we are at our best working for others?

Thus what Cardinal Cushing and Father Gannon are saying, at least as far as we are able to determine, is that a true Catholic intellectual must realize that part of his purpose in life is to bring Christ to the marketplace and that if Catholic influence is to grow in education, in government, in the arts in other areas, he must move in those circles, work with his neighbors and bring his Catholic intellectual integrity and influence to bear in the work of the community.

The lesson for educators then is to teach intellectual endeavor but also teach that that endeavor is not only for ivory towers, Catholic ghettos or beneath-the-bushel-basket activity. To the contrary, his duty lies in bringing his influence to bear on the world and he must be taught that this duty is his by virtue of those intellectual qualities and characteristics granted him by God and grace which enable him to have influence in the first place.

## SO WHAT'S NEW?

It is a little difficult for a teacher to start each September session merely repeating, if in a different way, the same subject matter she taught last year or for years before that. Any teacher likes to be challenged, to be given new ways to teach old matter, to be given new matter which sparks ingenuity and imagination for new matter presentation to the students she faces each morning. In elementary schools, perhaps this is particularly true since subject matter necessary for passing from one grade to another is pretty well standardized from year to year.

And yet we see constant change in the elementary curriculum. More awareness of what is happening in the outside world is being given to the children today—perhaps forced by their constant exposure to mass media which intrude everywhere with pictures and sound. In addition, greater use of television is being accomplished which brings to the students lessons and teachers not ordinarily available. A large archdiocese in the East recently implemented a program whereby the entire school system tunes into the New York Regents educational television program and thereby brings Spanish into the elementary levels. This is another development of note—foreign languages in the elementary schools. Opinion is rather mixed on the desirability of this but its acceptance in many areas is a proven fact and apparently will continue to grow.

Science, too, has received considerable attention on the elementary level with a number of programs in action implementing simple scientific facts in the basic curriculum. In tune with this is advanced mathematics in the higher elementary levels with algebra and in some cases simple geometry being taught at the eighth grade level.

All this is to the good and should be encouraged. There is no reason why, with the fast paced living today and the increased awareness and intellectual activity of our youngsters, that these subjects should not be introduced and taught to those who can grasp them. Further research is in order, as a matter of fact, to see how far down these subjects can be taught with comprehension so that accurate curricula are arranged for all levels commensurate with the intellectual

capabilities of the children. Challenge should be the byword and the limits of that challenge have not been ascertained yet.

There is one thing to be remembered however. Do not neglect the basic fundamentals. A recent talk by a high executive from an Eastern utility praised the record of parochial elementary and high school graduates in simple English, manners, diction, and neatness. This was in a talk before a public school group and he urged them to follow suit with their students.

The basics of reading, writing, expression, discipline, and manners should not be neglected in favor of newer items in the curriculum. For as important as it is for an elementary school graduate to speak Spanish, work algebraic problems and know what the U.N. is, it is equally as important for him to be able to express these ideas in an intelligent way, with proper spelling, proper usage of his native language, and correct diction.

Challenge your students but do it on a firm base of fundamentals.

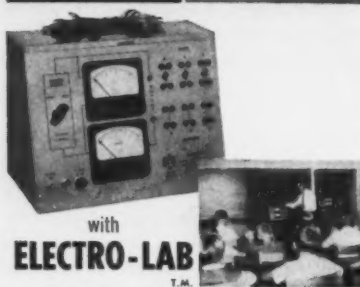
## IT SHOULD BE NOTED THAT . . .

\* The September 17th issue of *America* featured an article by Rev. Robert Drinan, S.J. on "School Bus Laws and Lobbying" which is an excellent primer on the constitutional question of this tangential issue in the entire question of Federal Aid.

\* A new book which was advertised in the *New York Times* as well as in a number of other papers, we imagine, caught our eye and we requested it for review. The book, entitled "Catholic Culture and American Schools" was written by Emmett McLoughlin and published by Lyle Stuart. For those readers who are not familiar with Emmett McLoughlin, suffice it to say that he is an apostate priest who, unfortunately, has written books in an effort to justify his stand. His first, "People's Padre" supposedly was a secret best seller and the second, cited above, is expected to be the same. Upon reading the book, it is evident that Emmett McLoughlin is merely writing a scurrilous history of his own schooling—a schooling which apparently didn't take hold, for the writing is very poor—and interspersed with various and sundry attacks on practices and principles of the Faith. Mr. Stuart is better known for his scandal books and bigotted books against the Church. In summing up: It should have never seen the light of day.



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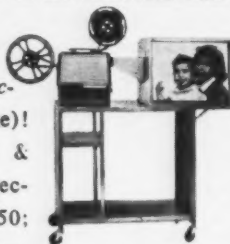


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# Reader Reaction

## "Project Talent" or "Project Prying"?

EDITOR:

Parents have inalienable rights as well as responsibilities in regard to the education of their children. These are established by the natural law, Canon Law, and American law, and tradition. They exist twenty-four hours of the day; they do not fall into abeyance from nine to three on weekdays.

Yet the recent "Project Talent," a nationwide inventory conducted by the University of Pittsburgh for the U. S. Office of Education revealed a marked insensitivity to these parental prerogatives. The questions in Booklet B overstepped substantially and perniciously the limits of authority assumed to be normally delegated to the school by parents. A sampling from Booklet B will attest to whether we exaggerate or not.

"How much money did your family make last year?" "What religious groups do your parents belong to?" "What social groups?" "What political parties?" "Who earns the money in your family?" "When did you have your first date?" "How often have you gone steady?" "How many children do you intend to have?" "When did you learn how to dance?" (This last item while harmless and even ludicrous in a talent search device nonetheless demonstrates in its very triviality the minute extent to which the test-makers have assumed the right to inquire into the life of the individual.)

The recent U. S. Census dared no such inquisition. Too many groups were alert to the invasion of the traditional rights of privacy; they even forced the question about religious affiliation off the final form, and all this despite the Censor's pledge that all information was confidential anyway. It has long been an American tradition to resent and resist prying beyond the barest minimum necessity.

Why, then, was there not a storm of parental protest in the case of "Project Talent"? Are parents an indifferent citizenry? No, they are victims of filtered information on the part of educational administrators who give out only what they consider the parents should know, and often this information is bewilderingly vague, an anomaly in view of the extensive statistical foundations claimed for the testing instruments. By and large, the attitudes among school administrators seems to be that parents as non-professionals should keep hands off.

As one of those non-professionals in-

terested in professional information, we have been a regular reader of *THE CATHOLIC EDUCATOR*. It was through such articles as those of Theresa Mitchell that we first became aware of certain presumptions creeping into guidance and testing programs. Consequently, when we heard our daughter was to take part in "Project Talent," we made inquiries regarding the nature of the test. These were swallowed up in a welter of evasions and referrals. We were queried for our academic credentials; our rights as parents were completely disregarded.

However, by dint of persistence and some ingenuity we learned some details of the test. We promptly withdrew our daughter, with the acquiescence of her guidance teacher from participation in "Project Talent." After the test several parents joined with us in placing a strong protest with the school authorities at both the local and regional levels. To date we've met a stone wall of patrician indifference.

We believe a publication such as *THE CATHOLIC EDUCATOR* would perform a useful and needed service if, from time to time, it would review the issue of parental rights and duties vis-a-vis those of educators. Such a review would rectify the general image of the parent as a member of taxpayer pressure group to be tactfully handled and reinstate him as a respected individual endowed with certain parental rights under the natural law.

It would call attention to Canon 1113 which makes the education of children "a most serious obligation of the parents." Commenting on this canon, Father Woywod points out that while parents are subject in spiritual matters to the Church and in civic matters to the civil government, "these two powers may not destroy the inherent right of parents to the custody, care, and education of their children."

The words of Leo XIII might also be recalled in respect to parental rights to the education of their children: "It is the duty of parents to make every effort to prevent any invasion of their rights in this matter, and to make absolutely sure that the education of their children remain under their control in keeping with their Christian duty" (*Sapientiae Christiani*, 1890, p. 131.).

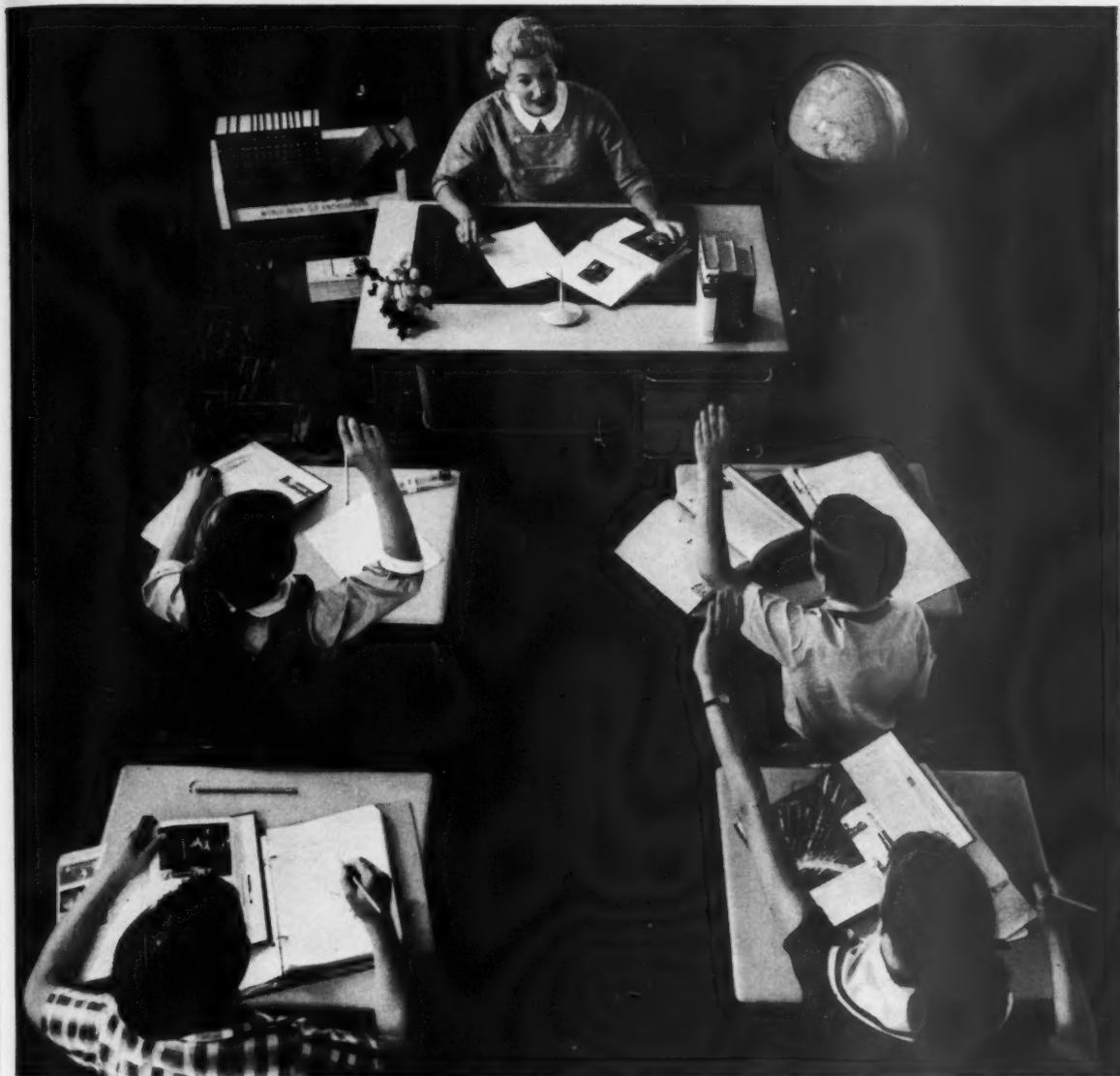
The Church itself shows a deep regard for parental rights in refusing to baptize or educate the children of infidels

(Continued on page 256)



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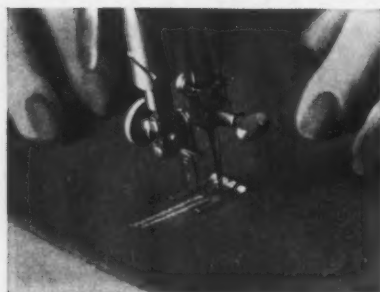
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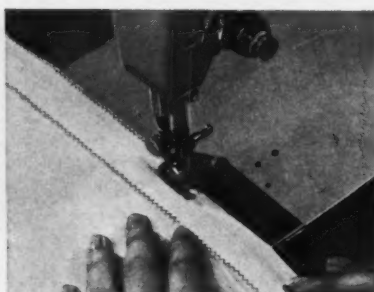
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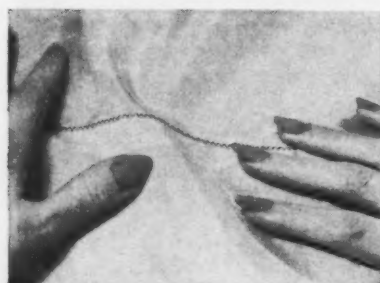
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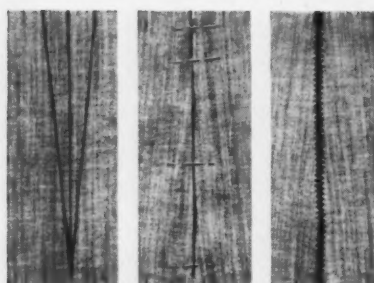
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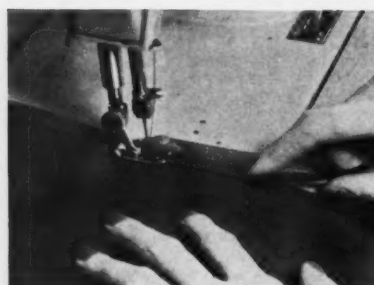
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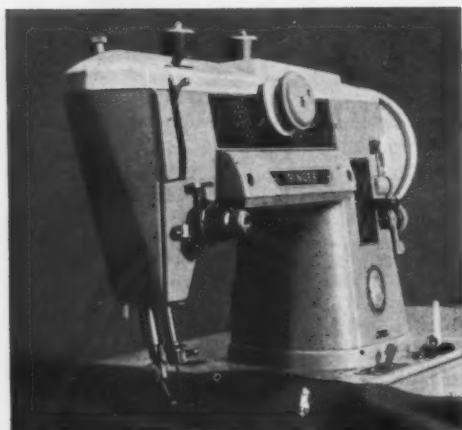
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# Audio-Visual News

## Language Laboratory Exhibited by Newest Entrant

One of the newest entrants in the field of electronic teaching aids, Bernco Incorporated, Indianapolis, Ind., introduced its language laboratory equipment at the recent NAVA convention, as may be seen from the accompanying picture. Seated in the instructor's position at the console is Brother Luke, F.S.C. of St. Mary's College, Winona, Minn. Explaining the system is Richard R. Marsh, Bernco vice president.



The company characterizes its language laboratory as "human engineered." For instance, the tape decks and other components a student uses in his booth are mounted at an easily read angle above the booth's desk surface. Only push buttons are used, each controlling but one operation.

Desk space is extended on right and left to make it easy for students to rest their arms. This offers other advantages. It brings the student forward in the booth, away from distractions, and places him directly in front of his microphone, tape deck, and controls.

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The slim console with fingertip control permits the teacher to provide as many as 10 separate programs simultaneously, in a thirty station laboratory.

A-V 14

## University of San Francisco Installs Language Lab

The newly installed language laboratory at the University of San Francisco was designed by Father P. Carlo Rossi. It enables the University to stiffen its language requirements. Now all graduates in liberal arts must read, write, speak, and understand at least one foreign language in order to obtain a degree. The University has reduced classroom time previously required in foreign language and students may proceed at their own rate of speed, thus increasing their enthusiasm for foreign language study.

The facility has 60 booths, all lined with acoustical tile. The booths are so designed that the students may increase the height of his individual station merely by clipping panels on top of one another. The equipment is of the latest in electronic design and was supplied by Photo & Sound Co., San Francisco.

Shown in the illustration, Father Rossi has a master control panel booth from which he may listen to and communicate with any of his students in the individual instruction booths.

This installation and the many others that have been made in Catholic educational institutions result from the realization that electronic devices give a new dimension to language instruction, and a growing awareness that language is a skill and that to learn a language requires constant practice. The language laboratory overcomes the previous problem that few students in a typical classroom are provided enough opportunity to speak as

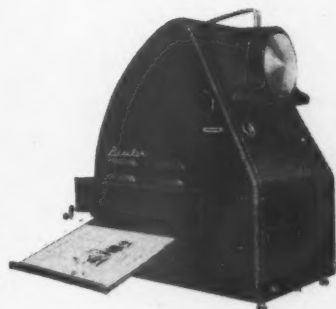


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The interested teacher and principal  
(Continued on next page)

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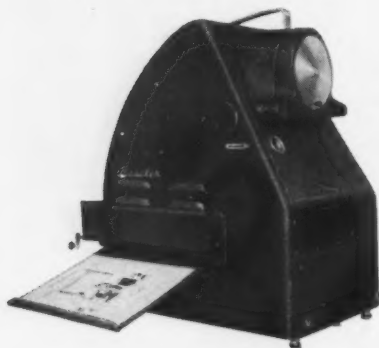


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VU-LYTE II is a lighter, brighter and more versatile teaching tool than any other opaque projector made. In social studies, stir students with huge, brilliant images of stamps or coins from foreign lands; in English, correct themes before the entire class; in science, make specimens giant, living diagrams. You teach with these and thousands of other techniques in every subject with a Vu-Lyte II in your classroom.

\*The other projector in this A-V Exam is a Besler Vu-Graph. The coupon below will bring you complete information on what it will do for you.

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... FILL IN AND RETURN COUPON TODAY**

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East Orange, New Jersey

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☐ VU-GRAPH OVERHEAD TRANSPARENCY PROJECTOR

☐ Have a Besler A-V Consultant contact me for a demonstration.

Name \_\_\_\_\_

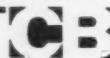
School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Phone \_\_\_\_\_



## Audio-Visual News

(Continued from preceding page)

will find two films available that detail information on language laboratories: *Time to Think* (30 minutes) by Magnetic Recording Industries, subsidiary of Thompson Ramo Wooldridge, Inc.; and *Listen, Speak, and Listen* (15 minutes) by Rheem-Califone Corporation. The films are offered on free loan basis from Photo & Sound, 115 Natoma St., San Francisco, Calif. **A-V 15**

### Film Presents Life of Mother Seton

*The Life of Mother Seton* is a 45-minute documentary film depicting the life of the founder of the Sisters of Charity in America. It will soon have its television debut over Pittsburgh station WQED. National distribution to television outlets will follow.

Except for the free lance photographer, James Blair, the filming and entire pro-

duction was under the technical direction of the WQED staff directed by John Ziegler, with Sister Rosalie, S.C., director



of the Pittsburgh Diocesan Radio and Television School, as coordinator.

For the greatest degree of authenticity research resources in the preparation of the script were sought in the archives of Catholic University and Seton Hill College, Greensburg, Pa.

Costumes were provided by the drama departments of Seton Hill College and Elizabeth Seton High School.

Music was prepared under the supervision of Sister Rosalie, S.C. (Continued on page 200)



## Musical Multiplication Records

Now let your class have fun drilling on the tables from Twos through Twelves

Now for the first time the Multiplication Tables have been set to music and put on records! Thousands of schools have ordered these new Bremner Multiplication Records. Teachers and pupils find them a welcome change from the monotony of routine drill.

Each table—from the Twos through the Twelves—has its own distinctive tune and catchy jingle. Five, drum and clarinet lead the drill in a gay, spirited tempo. Because children habitually memorize their records, they quickly master the multiplication tables with these records.

A school principal in Lewiston, Pa. writes: "Our children are taking new interest in learning their multiplication. Your records have a unique approach and a good one. Excellent investment for schools and parents."

The set consists of 5 double-faced records (one table on each side) and 11 quiz cards. There is a musical quiz game for each table. Everyone in your

class will have fun trying to "beat the man on the record" in the quiz.

Bremner Musical Multiplication Records are sold only by mail—not available in stores. If not delighted after five days trial, return them for full refund. Complete set only \$9.95 postpaid. Please specify 45 rpm or 78 rpm speed.

### BREMNER MULTIPLICATION RECORDS Dept. B-148 WILMETTE, ILLINOIS

Please send me a set of 5 Multiplication Records and 11 Quiz Cards. I understand that if I am not fully satisfied, I can return the complete set within five days for full refund.

☐ \$9.95 enc. ☐ School purchase order enc.  
☐ 45 RPM ☐ 78 RPM

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_



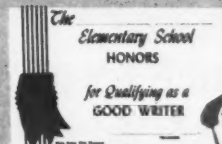
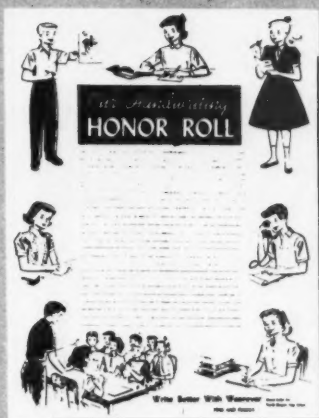
Free teacher's manual



My WEAREVER Writing Test



Free test blanks for every pupil



Free honor certificates for every pupil

Free honor rolls for every classroom



# Free!

## WEAREVER® Handwriting Kit!

In the interest of good handwriting, the makers of Wearever Pens & Pencils are pleased to make this handwriting kit available to you. We're sure you'll find the teacher's manual extremely helpful in developing your students' penmanship. The entire kit is designed to encourage students to write better and to keep them interested in producing clear, legible writing. The kit is yours for the asking. Just fill in and mail the coupon below.



Write Better With . . . **WEAREVER®**

### INK CARTRIDGE\*PEN

- No messy ink bottles
- Refills in seconds
- Can't leak . . . can't skip
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complete with 6 ink cartridges



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World's Largest Pen Manufacturer EST. 1896

### TRI-COLOR\*BALL PEN

One Pen Writes In Three Colors

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**MAIL THIS COUPON NOW FOR YOUR FREE WEAREVER HANDWRITING KIT**

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Gentlemen:

Please send me the free Wearever Handwriting Kit to help improve my pupils' handwriting, at no obligation.

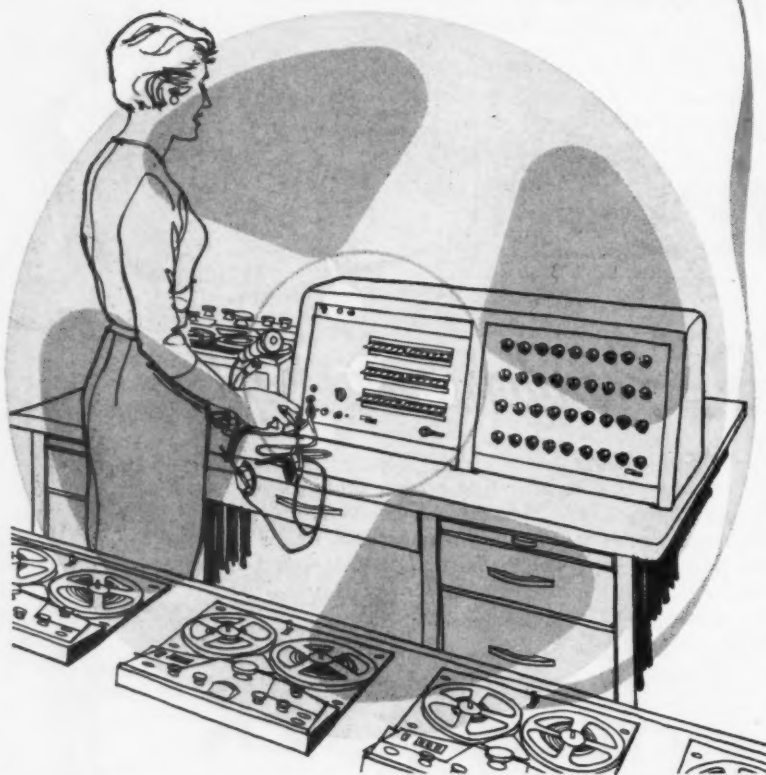
Name \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

**Experience taught us**  
*how to help you teach better!*



## WEBSTER ELECTRIC TAPE TEACHING LABORATORY

Electronic teaching isn't a new field for Webster Electric—13 years of study, research and practical application have given us a world of experience in this educational technique. Extensive study of 33 Webster pioneer installations, coupled with our acknowledged leadership in electronics and communications, has resulted in a complete tape teaching "package"—the most versatile and adaptable line of laboratory components available today!

Webster Electric Tape Teaching Laboratory consists of: (1) program source (Ekotape tape recorders and provision for phonographs or AM-FM tuners), (2) monitor center (contact between instructor and 6 to 54 pupils or more), (3) program selector, (4) student control, (5) student dual record. The system permits the student to select his own program; the instructor may select for the student; or the student may "teach" himself.

Simple operation, for both student and instructor, speeds study. High fidelity sound aids comprehension. Webster's "component idea" permits each unit to be readily and economically adapted to your present classrooms, and your budget. Panel mountings fit standard EIA racks.

We have typical installation plans, performance data—and cost figures. Write today.



**STUDENT DUAL RECORD**—dual-track Ekotape recorder permits student to record lesson on one track, response on the other. Speeds learning!

**ELECTRONICS DIVISION**  
**WEBSTER ELECTRIC**  
  
**RACINE - WIS**

Franklin edc. 8174

## Audio-Visual News

(Continued from page 198)

vision of Louis Huybrecht, music director of Sacred Heart Church in East End, Pittsburgh.

Members of the cast were drawn from the Catholic Theatre Guild of the Diocese of Pittsburgh, Duquesne University's Red Masquer dramatic group, the Pittsburgh Playhouse, and the Diocesan Radio and Television School.

The part of the priest who administered the last rites to Mother Seton was played by Rev. Thomas Smith, assistant pastor of St. Lawrence O'Toole Church and production manager of the Catholic Theatre Guild.

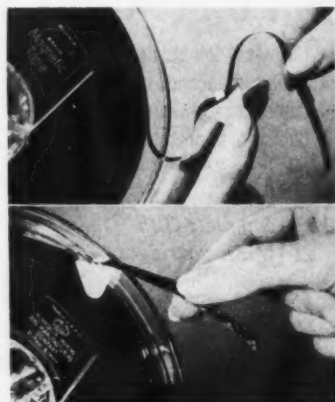
The accompanying illustration was photographed in the original schoolroom used by Mother Seton at Emmitsburg, showing the blackboard, desks, and other "props" used by Mother Seton. Children from Emmitsburg play the part of pupils.

The film is available for showing to clubs and organizations by contacting the Radio-Television Department, Diocese of Pittsburgh, 111 Boulevard of the Allies, Pittsburgh 22, Pa.

A-V 16

### Clip Keeps Tapes Tight and Tangle-Free

It's called Tape Clip—so simple—so effective. It slips smoothly between the flanges of reels of magnetic tape to hold loose ends in place. The developer is Minnesota Mining and Manufacturing Co., 900 Bush Ave., St. Paul, Minnesota.



One of these clips will soon be packaged with each roll of "Scotch" brand magnetic tape. But meanwhile teachers will find the price attractive—10 for 35¢.

The clip fits standard quarter-inch recording tape on any size reel. Molded of polystyrene plastic, the clip is flexible and easily slips onto reels. The illustration shows tape slid under the tab ready for slipping on reel; and removing the clip by gentle pull on extended end of tape.

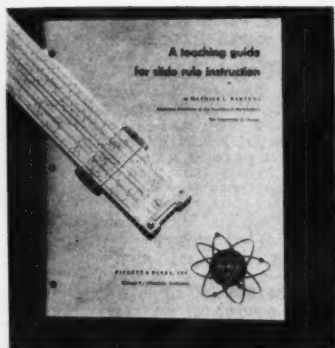
A-V 17

## News of School Supplies and Equipment

### Teaching Guide for Slide Rule Instruction

Teachers will find very practical a free 48-page booklet, *A Teaching Guide for Slide Rule Instruction*. Its text pages are slanted directly to the teacher, showing him steps he can use to teach the use of the slide rule to his classes. Twelve steps carry the process from the simple to the more complex uses.

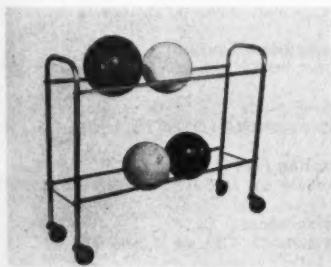
This instruction manual was prepared by Dr. Maurice L. Hartung, the University of Chicago, for Pickett & Eckel, Inc., as part of the Pickett educational aids program.



For a copy of the guide write to Pickett & Eckel, Inc., 542 S. Dearborn St., Chicago 5, Ill. **SS&E 13**

### Solving Ball Storage Problem

The Ball Carrier is intended as a space-saving solution to the ball storage problem. A "storehouse on wheels," it serves for basket, volley, or soccer balls.



It holds up to eight balls; a glance shows you which balls are in use.

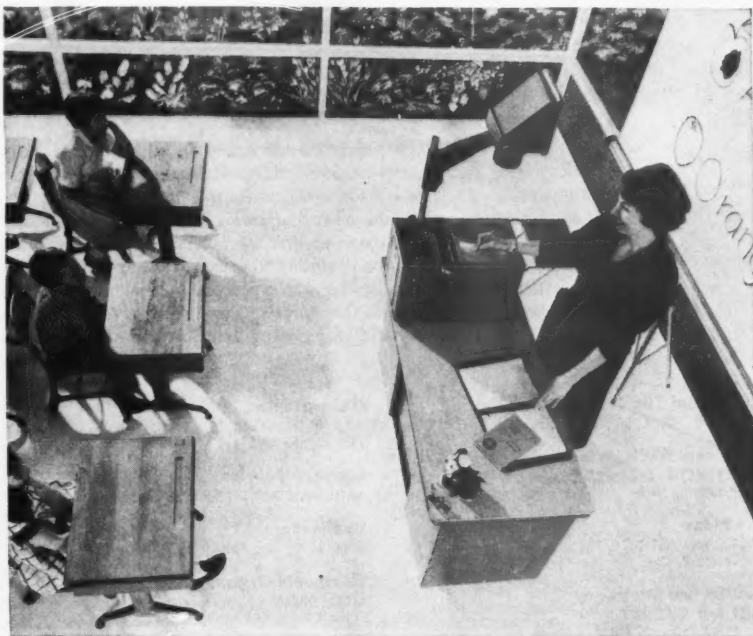
Four swivel wheels make it mobile. It is made of bright, chrome tubular steel.

For particulars write to National Sports Co., Fond de Lac, Wis. **SS&E 14**

### Boston Pencil Sharpener Mounted without Holes

While not intended as model for mounting your Boston pencil sharpener, (Continued on page 252)

*Even in classrooms sunshine bright...*



## AO's NEW OVERHEAD DELINEASCOPE

*gives the clearest image you've ever seen!*

This revolutionary new overhead projector, by American Optical Company, was developed around a powerful 1000 watt light source to give you the brightest... biggest projected screen image you've ever seen. Even the extreme corners are sharp and clear because a specially designed Fresnel lens affords perfectly balanced illumination to every square inch of screen area.

This precision teaching instrument will project all the line, form and color of a 10" x 10" transparency up to a huge 177 sq. ft. screen image... in crisp, accurate detail.

You'll enjoy using this instrument because you face your class at all times... observe every movement and expression of subject reception and understanding.

AO's Overhead Delineascope helps give your program an unlimited flexibility that is not possible with any other AV medium. You can emphasize or dramatize by adding to your prepared teaching material on-the-spot.

You'll want to see all the new, exclusive features that make this instrument a practical investment in creative teaching. Your AO Salesman or Audio-Visual Dealer will be happy to arrange a demonstration at your convenience.

**American Optical Company**



SPENCER

INSTRUMENT DIVISION, BUFFALO 15, NEW YORK

Dept. M 198

Please send complete information on AO's New Overhead Delineascope.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zone \_\_\_\_\_ State \_\_\_\_\_

IN CANADA write—American Optical Company Canada Ltd., Box 40, Terminal A, Toronto, Ontario

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*The firms listed on these pages are advertisers in the current CATHOLIC BUILDING AND MAINTENANCE and the current and preceding issues of THE CATHOLIC EDUCATOR. They have evidenced definite interest in serving the Catholic institutional market in order that you, as executives, may build, furnish, maintain and operate your institution at peak economy and efficiency. It is to their credit that they have recognized the vastness and complexity of the executive responsibilities which priests and religious men and women have today. It is for this reason that we respectfully commend their products and services to your consideration when you are faced with building, renovating, or maintenance problems.*

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CHRYSLER CORPORATION—DODGE DIVISION

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CE

CE

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CRESTCARD CO., Newark, N. J.

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SCHULMERICH CARILLONS, Sellersville, Pa.  
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WORLD BOOK ENCYCLOPEDIA, Chicago, Ill.

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EDWARD DON, INC., Chicago 16, Ill.  
GEERPRES WRINGER, INC., Muskegon, Mich.  
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MASURY-YOUNG CO., Boston 29, Mass.  
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 RADIO CORPORATION OF AMERICA CBM  
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# EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

## EDUCATION'S HAZARD TO THE FAITH

FATHER GEORGE FITZGERALD, a young Paulist, presents some provocative ideas on Catholics in non-Catholic colleges. His article on this topic appears in *America* of May 21, 1960. He introduces himself as one who entered the seminary out of Dartmouth and the Air Force. He was aware that every Catholic where possible should receive his education in a Catholic school right through the college years. He was startled to find himself in a seminary group of 72 men, fully 16 of whom had attended non-Catholic colleges. Five of these 16 had been presidents of Newman Clubs, the Catholic student societies on secular campuses across the country.

It is a fact that we cannot provide college education in Catholic schools for all the Catholics who want a higher education. Newman foundations are in themselves a confession that we cannot provide a Catholic college education for all Catholic students. Father Fitzgerald tells us that the expansion of the U. S. college population over the next decade will far outstrip the ability of Catholic schools to provide for them. The 1970 Catholic population at non-Catholic colleges will be nearly twice its present figure; this means that almost two-thirds of the Catholic students who seek higher education will soon have to find it in non-Catholic schools. They must be provided for in the Newman Clubs or Catholic religious institutes on non-Catholic campuses. Does this mean that they will be exposed to the hazard of losing their faith?

Father Fitzgerald adduces a number of authorities who substantially agree that the bulk of those who "leave" the faith due to the influence of secular education are usually never more than nominal Catholics to start with. In early twentieth-century England dynamic lay leadership among Catholics at Oxford and Cambridge strengthened Catholics in their faith. "To cut ourselves off from these two great universities," declared Cardinal Vaughan, "and try to establish a university off by ourselves would be the height of folly." Certainly in America some suitable compromise between our ideal principles and the practical situation that confronts us, is in order.

In 1954 the National Association of Newman Club Chaplains, through its national NCWC office in Washington, conducted a country-wide survey to determine how many Catholic students actually lose their faith at non-Catholic colleges and universities. The survey question was, "Would you have any estimate of the number of students who, enrolling as practicing Cath-



olics, quit the practice of their religion because of attendance at this school?" The chaplains who estimated losses over 10 per cent were, *without exception*, at denominational Protestant schools, and the number of Catholics at these schools was "very small." One chaplain responsible for 2,178 Catholic students admitted a "general feeling that a certain percentage complete the weakening of their faith which was begun before college." Statistics sometimes prove only what the statistician wishes to prove, but the findings of the chaplains give some indication of the present situation. Father Charles W. Albright, C.S.P., executive secretary of the National Association of Newman Club Chaplains, writes, "Many factors demand consideration: the vitality of the student's faith when he enters, the location of the college, Catholic facilities available . . . relatively few priests thought that many students fell away from the practice of their faith because of attendance at the non-Catholic school." The answer was to be found elsewhere.

A pilot study at Wayne State University (Detroit), released in 1958, concerned itself with this question among others: "Do you feel that the exposure to the general climate of ideas in this college has tended to weaken or strengthen your religious attitudes and ideals?" While 42.8 per cent of the students answered "Strengthened," 45.5 per cent said, "Remained the same." The *Ave Maria* report and the Newman Club surveys trace the loss of faith to the person's home, social and cultural background, and to an inadequate instruction in the faith.

Bishop Hallinan of Charleston, S.C., active in Newman Club work many years, writes in the *Catholic Life Annual* that "many insist on the obvious point that the secular school is not the cause: many were poor Catholics when they came." Elsewhere Bishop Hallinan

comments that against any losses, either permanent or temporary, must be noted "those who find it necessary to study their faith more thoroughly and are graduated better Catholics because they have met and passed the test of attack."

Monsignor Ronald Knox calls our attention to the fact that many who drifted away from the faith, never really left the faith because in fact, through defection of education, the faith had never been in them. You can't lose something you never had. Carlton J. H. Hayes, professor emeritus of Columbia University, adds a bit of wisdom to the discussion: "I must say from fifty years knowledge and experience I know of few who have lost the faith or become indifferent to it at the so-called secular colleges and universities. Most of them that did never really had it at all, or had it very imperfectly."

It is noteworthy that the Catholic influence on the non-Catholic campus contributes to many conversions and vocations. Chaplains report that in a recent four-year period, 5,739 students entered the Church. There are chaplains who report that conversions and religious vocations flourish in Newman foundations "in greater numbers than in any parish I have ever worked in." Evidences of devout attachment to the faith are more marked in Newman Clubs than in most American parishes. Bishop Hallinan writes that to those whose faith was strengthened "must be added the steady stream of converts." The same prelate proposes that the chaplain of a Newman Club has a "special apostolate" of introducing the secular mind to the "riches of Catholic tradition." Friendly association with fellow students who know little of our Church goes a long way toward breaking down prejudices and paving the way for understanding.

Father John Courtney Murray, S.J., feels that the greatest danger to the Catholic student in the secular college is "not so much that the truths of faith are denied, as that they are simply dismissed as quite unimportant, unworthy of intellectual attention." Auxiliary Bishop Robert E. Tracy of Lafayette, former Newman club chaplain at LSU, feels that "the dangers to the faith and morals are at least as great in a downtown office as on a secular campus."

Pope Pius XII reminds us that the attempt to combat secularism or materialism need not be solely a Catholic effort. The Holy Pontiff asks for co-operation with the "upright men who, even though not fighting in your ranks, are united with you in the community of this ideal." Bishop Schexnayder notes that the secular environment and apathy of some Catholics are really "stimulants to action rather than excuses for inaction." He pleads with Catholic students to make of themselves a "bridge over the chasm that separates Catholic and non-Catholic centers of culture."

The encounter with secular culture can make the Catholic student more aware of the significance of his faith. There is today on the part of secular educators a realization of the negligible value of an education divorced from spiritual truth. They have come to ac-

cept the fact that virtue based on spiritual truth is not incompatible with true learning and scholarship. "There is," concludes Father Fitzgerald, "reason to hope that belief will prevail over unbelief in the academic market place."

## THE HOME CAN SOLVE THE PROBLEM

WRITING IN THE AUGUST 1960 issue of *The Reign of the Sacred Heart*, Thomas M. Gannon S.J. begins by drawing a profile of his leading character Johnny Delinquent. Johnny's problem is presented in a single sentence: he has been cheated out of love. This loss may result from the death of a parent, a divorce, or simply a disappearance. "But more likely it was caused by parents who didn't know what the boy wanted or needed." Social workers often present this lack of understanding as the basic cause of trouble in the life of a teen-ager.

The author lets the particular youth tell his own story. If he were to allow this story to be put in the language of sociologists it would be told in terms that are common in the reports of sociologists: "He has been exposed to a depriving and emotionally unrewarding family environment . . . which has seemingly generated a strong conflict in the boy and feelings of hostility which he expressed through delinquent behavior. The family does not seem to be functioning properly and so the lad has to seek elsewhere to fill the gap."

Often the experts assume that the core of the problem is found in the individual delinquent child. Father Gannon suggests that much if not most of our present delinquent problem represents not a rejection or flouting of our contemporary social values, but an over-acceptance of these values, a distortion of them, carrying them out to their "logical" extreme of application. In a very real sense, he continues, the key to our problem lies in the *quality*, not in the quantity of delinquent behavior. Reliable government statistics reveal that only about five per cent of all teen-agers today are dangerously delinquent. Many of this group do not need to be shunted off to the reform school for the safety of society. But there are cases where extreme measures must be taken. If an offending teen-ager has lost all regard for the intrinsic worth of human life and human rights, he is a hazard to the safety of society and must be treated realistically. There must be developed in him a moral self-restraint, a respect for the rights of others, a sense of responsibility, and the respect for authority that will make him an acceptable citizen.

It is to be feared that the delinquent in many cases does not suffer from a mental deviation but is deceived into conformity with adults in his environment who offer him faulty ideals. The son of a suburbanite who speeds his car to beat the rush hour traffic, may conclude that it is a manly achievement to win a drag race conducted with utter disregard for pedestrians or other motorists. In a business world that lives in crushing competition with other human beings, the teen-ager

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# How Best "Implant" Morality?

SOME MONTHS AGO a magazine survey attempted to focus attention upon the deplorable state of American moral standards. Moral indifference according to this secular study is rife. We are living in the "Age of Payola," and "people find it harder to believe that behavior principles derive from God."<sup>1</sup>

The Catholic educator, to be sure, has no intention of playing the Pharisee in thanking God that his students past and present are not like the rest of men. Alas, he knows too well from personal experience, and sociological studies seem to indicate increasingly, that Catholic-trained graduates and students enjoy no immunity from the moral poison injected into our national bloodstream. Instead of shaking his head mournfully, he has good reason to attempt a reassessment and perhaps a fresh rethinking of the Catholic approach to moral education. Without claiming a universally effective vaccine we would like to offer for reflection some positive leads towards such a re-evaluation in the hope that from the exchange of views already begun in this country we may with God's grace more successfully immunize our Catholic youth against the virulent relativism of the "New Morality."

The remark of a Catholic college student overheard by chance immediately after a moral conference on dating and courtship deftly hit off for the writer a frequently encountered attitude of Catholic youth. "Boy, it's rough being a Catholic," he said, and there was discontent in his voice, even regret. It would be impossible to gauge how widespread such sentiments are, but there are certainly too many of our Catholic young men and women who speak of morality in negative terms. They feel sorry for themselves shackled from catechism days by the do's and don'ts of a rigid code largely ignored by the vast majority of their peers outside the Faith. The pressure of an amoral society has already and continues to break the spiritual will of many. It is hardly an inspiring answer to tell them that conformity to the moral law is the "price to be paid" for "saving one's soul."

Even while denying the universality of this distressing attitude, we educators can profitably reflect and examine our collective conscience as teachers of God's youth. Is morality a part of the Gospel "good news" which we are trying to bring to our students, or is it the onerous "price to be paid?"<sup>2</sup> After attempting a theological answer to this question here, in a subsequent article we shall submit for reflection some practical directives as would seem indicated for moral formation in our Catholic high schools.

That Catholic doctrine is the "evangelion," literally translated "good news," has been evident to all who

read the Gospels,<sup>3</sup> but it has been brought home strikingly for religious educators in recent times by the books of Fr. Josef A. Jungmann, S.J. and Fr. Johannes Hofinger, S.J.<sup>4</sup> A sense of pastoral urgency growing out of the spiritual crisis of the times has stimulated the search for fresh orientations which would provide a more cogent motivation for authentically Christian life. This so-called "kerygmatic" approach to religious teaching<sup>5</sup> underscores the basic content of the Christian Message as heralded by Christ and the Apostles: God's initiative revealed progressively in biblical history of inviting His creature, man, to share Trinitarian life by adoptive sonship in and through Jesus Christ. Morality in this kerygmatic orientation is nothing else but living according to the designs willed by God for this magnificent purpose. When we analyze these designs of God's plan a little further, we begin to recognize a theological datum of pivotal importance, namely, that morality best reveals its own kerygmatic character when viewed in the light of grace and the sacraments, in the spirit of authentic liturgy. It is in this providential interrelationship of grace, sacraments, and morality that we shall search for fresh approaches in our moral teaching.

## The Call of Grace

The first step, therefore, in an improved moral approach is to restore moral theology to its traditional pre-Reformation synthesis with dogma and liturgy. Theologians have been striving in this direction with some success.<sup>6</sup> The separation of dogmatic, ascetical-mystical, and moral theology under the various pressures of the Renaissance<sup>7</sup> brought with it the advantages of a more concentrated development in specialization, as for example in moral theology the casuistic<sup>8</sup> precision for confessional practice, but it must bear the responsibility for creating serious pastoral problems in the ensuing centuries down to our own day.<sup>9</sup> Because of their ignorance of the philosophic

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and dogmatic roots of morality, Catholics are repelled by what is in reality a caricature of divine law, a restrictive legal system which to their myopic view is perhaps justly condemned by critics outside the Faith for trailing far behind the progress of science and culture in pertinence to modern problems. The gain from a renewed theological integration in the tradition of St. Thomas is immeasurable when moral living is seen primarily not as fidelity to a legal system, but as the extension of dogma into life. By His presence in the Christian soul through sanctifying grace God has designed to write His Law upon each Christian heart, and all the precepts of morality are nothing more than externalizations of this inner law of grace. God confided this precious message to the prophet Jeremias, and St. Paul joyfully heralded it to his neophytes: "I will put my laws in their mind, and *upon their hearts I will write them*, and I will be their God, and they shall be my people."<sup>10</sup> This participation in God's life by grace energizes the dynamic of moral living. This God-likeness is a push towards moral living in a happy acceptance of moral precepts as the external complement of the inner law of grace. In its turn such observance of external law, whether of God, the Church, or the State, fulfills a condition of growth in the inner likeness to God, and grow the Christian must if he is to live true to the impelling force of the grace-life within him.

### The Challenge of the Sacraments

In the present dispensation, therefore, it is the Mass-sacrifice and the sacraments in our liturgy which as God-ordained channels of grace will impress upon

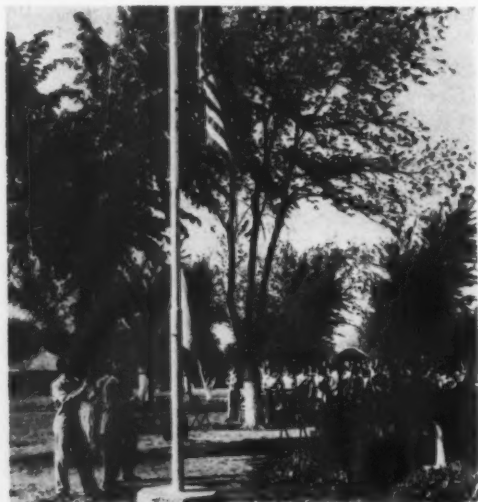
the Christian his challenging vocation to constant moral striving and ceaseless growth in perfection.<sup>11</sup> The sacraments, it must be always emphasized, are more than a list of Church duties, as many unfortunately understand them, even more than wellsprings of actual grace wherein are found the necessary light and strength to lead the full Christian life. Through the medium of liturgical signs they are encounters with a personal God. "Do you not know that you are the temple of God?"<sup>12</sup> God thus raises man to His own level of being and by His presence shares with him the riches of divine life. We see this growth in God-likeness in the very order and arrangement of the sacraments themselves: From baptism, the sacrament of initiation into the life of God, on to confirmation, the sacrament of growing maturity, towards the Eucharist, the crowning moment in this life of unity with the divine; extreme unction will seal the Christian's final consummation. Providentially, therefore, the sacraments in our liturgy open the Christian's mind and heart to what is essential and most characteristic of Christian living, communion with God and growth therein.

### Conformation to Christ

A further point: Since it is the wisdom of God's plan that this Godlikeness under discussion must reach us through the mediation of the God-man, the sacraments are more specifically personal encounters with Christ. God wants to pattern His children upon the prototype of sonship, Jesus Christ, God's only son by nature. "For those whom God has foreknown he has also predestined to become conformed to the image of his Son, that he should be the firstborn among many brethren."<sup>13</sup> Christ in turn, through the mysterious power of the sacraments, increasingly assimilates members of His Body to Himself. "For all things are yours, and, you are Christ's, and Christ is God's."<sup>14</sup> As the theologians say, man becomes configured to Christ, patterned not only to His human, but what is much more, in a limited way to His divine specifications. From deep within man's new personality, therefore, springs forth this imperative: Be what you are by the grace of God; transform your whole life into Christ. The Christian thus transformed will not fail to fulfill his personal and social vocation in the Mystical Body of Christ.

It should be noted well that we are here concerned with much more than a mere external imitation of our Lord, with much more than the efforts of a disciple to take on the ways and manners of his Master; even the proverbial "good pagan" can admire and model himself on Christ. The true Christian, on the other hand, through grace and the sacraments goes on to live within himself *the very life of Christ*; Christ becomes the law of his life from the inside outward. "For me to live is Christ."<sup>15</sup> Morality, therefore, for such as he, is the proud display of this Christ-likeness which has been fashioned via the sanctifying operation of liturgy. A Christian conscious of who he is and what he is by

Columbus Day Program at Mount St. Mary's High School, Oklahoma City, Okla. Senior boys raise the flag as student body prepares to salute. Students and faculty were addressed by the mayor of the city.



God's grace will find his greatest joy in thus turning himself, as it were, inside out so that his Lord may be glorified in the Christ-like life he leads. Liturgical life thus radiates outward into moral fulfillment and social awareness. "Walk then as children of light (for the fruit of the light is in all goodness and justice and truth), testing what is well pleasing to God . . ." <sup>16</sup>

### The Moral Response in Charity

Another aspect of this positive moral approach follows easily: The motivating power for moral living should be personal love and personal commitment. <sup>17</sup> Once a Christian is conscious and appreciative of the divine initiatives, what other response could be indicated but charity? Charity is the soul, therefore, of all morality, the motivating force behind moral striving and virtue. <sup>18</sup> In the dialog of love which is the deeper meaning of morality, God calls and man responds. In man's response the Father sees and hears His Son to whom by grace man has become configured in his very being as well as in his every action. The response God expects is the love-commitment with its pledge of loyalty to the Christian's brother, Jesus Christ. By the correct response the Christian's life echoes the perfect colloquy of love within the Trinity itself. This kind of personalist morality with its Christocentric emphasis through grace and the sacraments surely is most faithful to the moral teaching of Christ Himself as resumed so beautifully in the 15th chapter of St. John's Gospel. It is after Christ said, "I am the vine, you are the branches . . . abide in me and I in you," that He goes on to ask a moral commitment of His apostles; "If you keep my commandments, you will abide in my love . . . You are friends if you do the things I command you." The Christian conforms not merely to a law, but also to a Person. "Such a rule of life is incomparably more complete, more human, and more powerful than any theoretic morality." <sup>19</sup>

### The Rejection in Sin

In the light of the preceding developments the tragedy of sin comes starkly into focus. Serious sin is the complete contradiction of graced nature, but also the refusal to love, a personal rebuff to Christ, an insolent rejection of God's invitation to sonship. Venial sin, on the other hand, will not of itself snuff out the grace-life, but when deliberate, reaches heights of boorishness and delimits an all-out love. The fact the Christ puts up with such weakness or negligence only accentuates for the more spiritually perceptive how worthy is the Lord of the total commitment.

### Conclusion

As the conclusion of this first part, in answer to the question posed above, we can reaffirm most emphatically that morality shares in the "good news" Christ brought. It is our privilege as heralds of Christ to bring this inspiration to our students. Some perhaps may feel

that this idealistic perspective will be wasted on the many irreparably mediocre Christians; better to train them diligently in the ordinary duties of Catholic life, the bare minimum for spiritual survival. In this supposition could we not legitimately ask: Are Catholic schools a priori (before the proven fact) to class all students in the same category of mediocrity? The subtle effect of such a minimal course for all would be unwittingly to encourage potentially generous youth to keep back with the struggling crowd? True, in America we can point with pride to sodalities, and other spiritual organizations to spur generous youth forward within an authentic Catholic atmosphere, but why should the moral course fail to do its part in these laudably high objectives? A split in objectives between the classroom moral course and the various societies designed to be catch-alls for the more piously inclined may well be one of the factors in any acknowledged failure to realize the fuller potential of Catholic education. An isolated course of diagnosing sinful behavior and weighing its guilt could fail completely to attract and inspire the generous among our youngsters; these should be our future pastors, religious teachers, and lay leaders. But what is worse, a minimal course runs the risk of fostering calculating habits of religious commitment which will stay with many of our students into adult life. Such a prospect is hardly in accord with our religious objectives, the promise of idealism verified in the findings of adolescent psychology, and least of all with the grace of God always at work in the souls of the young.

<sup>1</sup> William Attwood, "The Age of Payola," *Look* magazine, Mar. 29, 1960, pp. 35-41.

<sup>2</sup> Note: Underneath the surface here move the currents of vexing theological problems from Reformation days. Since this is primarily an educational and not a theological study, we shall avoid these controversies, presuming always the orthodox Catholic positions on justification, grace, merit etc.

<sup>3</sup> cf. Matthew 9:35 and Mark 1: 15 among others.

<sup>4</sup> Josef A. Jungmann, S.J., *Handing on the Faith*, (New York: Herder and Herder, 1959), and Johannes Hofinger, S.J., *The Art of Teaching Christian Doctrine*, (Notre Dame: U. of Notre Dame Press, 1957).

<sup>5</sup> If of more detailed interest, this subject is treated by the writer at greater length elsewhere. cf. "The Kerygma in Religious Education," *Catholic School Journal*, April 1960.

<sup>6</sup> John C. Ford, S.J. and Gerald Kelly, S.J., *Contemporary Moral Theology*, (Westminster: Newman Press, 1958) pp. 69-79.

<sup>7</sup> *Ibid.*, pp. 44-45, a neat summary of historical aspects.

<sup>8</sup> Note: The term "casuistry" in a secondary interpretation is at times used pejoratively. With Ford-Kelly, *op. cit.*, we intend always the primary sense of the word, i.e., the process of deciding questions of right and wrong in regard to human conduct.

<sup>9</sup> *Ibid.*, pp. 42-43, an honest admission of the pastoral problem by two of our most excellent American moralists.

<sup>10</sup> Jeremiah 31: 33 and Hebrews 8: 10.

<sup>11</sup> I am indebted for many of the insights in this section to one of my teachers at Lumen Vitae, Rev. Bernard Haring, C.S.S.R., though on some controversial points we follow different traditional positions.

<sup>12</sup> I Corinthians 3: 16.

<sup>13</sup> Romans 8: 29.

<sup>14</sup> I Corinthians 3: 23.

<sup>15</sup> Philippians 1: 21.

<sup>16</sup> Ephesians 5: 8-9.

<sup>17</sup> Note: the French "engagement," i.e. that total giving of one's self to a cause, freely and with a generous heart.

<sup>18</sup> Gerard Gilman, S.J., *The Primacy of Charity in Moral Theology*, (Westminster: Newman Press, 1960) 420 pp., cf. *passim*.

<sup>19</sup> *Ibid.*, p. 204.



## Stress Tests in Guidance

THE PHENOMENAL GROWTH OF GUIDANCE and personnel services has been one of the most interesting facets of our contemporary American culture. Educational, religious, vocational, and social agencies have all employed guidance and counseling in its myriad forms. While any of the basic texts in guidance enumerate the many and varied techniques at the counselor's disposal, the major portion of these texts is devoted to two major areas, testing and interviewing.

Although tests and interviews often complement one another, at times, both of these techniques are employed for similar functions. Interviews are utilized for obtaining information, for giving information, for interpreting test results, for diagnosis, for selection and prediction, and for therapy. Tests are used for the procurement of information, diagnosis, selection, and prediction.

Although over 1,000 varieties of tests have been administered to over 100,000,000 people during the past year, although more than half of the large industrial corporations, all of the armed services, and virtually all of the schools employ standardized tests, and although the National Defense Education Act has allocated 15,000,000 dollars a year for the purpose of testing (to be matched by the states), many popular magazines,<sup>1</sup> citizens and scholars have become increasingly concerned about the magnitude and implications of the "psychometric monster."<sup>2</sup> Sorokin<sup>3</sup> has referred to the excessive and invalid utilization of standardized tests as "Testomania."

### Don't Jettison, Improve

Much of the criticism of testing and testing programs is warranted, but much is unwarranted. One could cite a plethora of examples in which tests have been misused and abused. Recent publications in testing and guidance have been extremely critical of the validity and reliability of many of the most successful of the standardized tests.<sup>4</sup> However, this does not mean

that testing should be jettisoned, but rather that our techniques of testing must be improved and refined.

It is interesting to note that the interview is relatively free from criticism. It is a technique that is approved by teachers, counselors, and psychologists.<sup>5</sup> It is the purpose of this article to point out that while much of the criticism of tests is unwarranted, that much of the confidence people place in the interview is completely unwarranted. It is hoped that this will be accomplished by surveying the experimental evidence concerning the efficacy of these two techniques.

### Finding Concerning Efficacy of Interview

Since testing is not employed for giving information, interpreting findings, and providing therapy, these aspects of interviewing will not be scrutinized. It is interesting to note, however, that evidence has been obtained to demonstrate that clinical interpretation of test results is often inferior to empirically devised general descriptions which dispense with costly "clinical middlemen."<sup>6</sup> Of even more importance are the experimental findings concerning the efficacy of the interview as a form of psychotherapy. A comprehensive survey of the results of various forms of psychotherapy has indicated that neurotics who received no psychotherapy had a higher percentage of cures than neurotics who received psychotherapy.<sup>7</sup> A succinct account of other research findings in psychotherapy may be found in Tyler.<sup>8</sup>

### Seek Answers in Research Findings

In comparing the relative merits of the interview to testing for purposes of selection and prediction, diagnosis, and procurement of information one must seek the answers not in the opinions of experts but rather in research findings. A review of educational research, however, reveals a paucity of research in most of the areas of personnel and guidance. There is a good reason for this. In 1956, of the 309 universities offering training in guidance and personnel work for a graduate degree, 79 per cent did not offer a single course in research or statistics.<sup>9</sup> The interview is one of the areas in education in which research has been most fragmentary.<sup>10</sup> While some of the most ardent advocates of the interview admit that the interview must be subjected to scientific tests employing the experimental method,<sup>11</sup> the most influential of the interview champions, Carl Rogers,<sup>12</sup> speaks of the almost "mystical subjectivity" of himself as a therapist. It has been

(Continued on page 212)



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# By All Means the Interview!

STANDARDIZED TESTS ARE VALUABLE educational instruments and unquestionably they are here to stay. But they can never replace the interview and should not be given precedence over the interview in any guidance program. It is assumed that every student who is given a psychological test, will at some time share, as far as is thought judicious for him, in the results of the test. This demands an interview. Thus the argument does not do away with the obligation to share the test data with the one person who is most concerned. Screening, for the purpose of singling out a few who may need guidance, leaves those who have not been interviewed wondering about their status, and certainly emphasizes the probable deviations of those listed for an interview.

Mechanization has brought with it advances in many areas, but it cannot be used successfully in dealing with the dynamics of human personality unless its limitations are carefully noted. While it is true that comparisons of the accuracy of predictions based on clinical judgments, with that of predictions based on psychometric data, have found the clinician coming in second best, it is also true that clarifications which result from a face to face interview are apt to be far more enlightening and realistic than a single test whatever it may be.

## Qualified Counselor Prime Requisite

The counseling situation demands first of all a counselor who is personally equipped with essential qualifications. Excellent results may be obtained from the interview when the counselor is sympathetic, understanding, patient, earnest, prudent, and intelligent. No one is fully qualified to act as a counselor who is not so equipped. Hence the properly qualified counselor is the prime requisite for a guidance program.

Much good can be accomplished by the private interview alone, and from this writer's point of view, the bewildering mass of tests and test batteries flung at the heads of unknowing students, without adequate preparation or follow-through, is building within these students a test complex which will no doubt need investigating by further tests!

There is a great demand coming from the student population for help in the area of vocation. One of the best known of the vocational interest tests is the Strong Vocational Interest Inventory. High scores in designated areas of the test indicate interests of the client similar to the interests of successful people within those areas. It is quite natural, and to be expected, that a student who has had experience within any one of the

areas will show on a paper and pencil test that his interests lie in those areas—he is not acquainted with the data applicable to areas strange to him. How many high school students know anything at all about the field of psychology? Very few, yet in an interview it may be learned that because of a first experience with professional literature or a single course in this field, a student has a keen interest in counseling, or in the data of psychology. The Interest Inventory results may however show that his strongest interests lie in the clerical or secretarial field. He has held clerical positions of various sorts and is acquainted with the kinds of activities necessary for this work. Having had no experience in psychology, his scores are very low in this area. For many students the problem of vocational interest is lack of experience more than anything else. Introduction by the counselor, to professional literature dealing with the field of expressed interest, discussed at the time of the interview, is of far more practical value than the reading of what one already knows from a paper and pencil test. This is not to rule out the Interest Inventory, for along with the interview, but following it, it has its place as an aid to students in helping them settle upon a vocational choice.

## Personality Inventory

A type of test which has come under considerable condemnation recently, is the Personality Inventory, Test, or Scale. In the Reader Reaction column of the May issue of THE CATHOLIC EDUCATOR, Dr. Curtis stated, "It is a good rule in medicine to 'leave well enough alone' when dealing with people who have no complaints. Physicians—and remember psychiatrists are physicians—do this in their daily practice." And the late Dr. Zilbourg, in a panel held at Fordham University, stated that "we should stop looking for neuroses under every chair." This is what the pencil and paper test of personality attempts to do! If a student has

*(Continued on next page)*

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## By All Means the Interview!

(Continued from preceding page)

shown no particular adjustment problems, and is satisfied that things are going pretty well, it is the contention of this writer, that forcing answers to questions such as, "Did you ever think of committing suicide?" and "Did you ever feel like beating your father?" can accomplish no real good. The child who needs guidance has usually sought it from his favorite teacher, or his behavior has attracted the attention of alert and interested faculty members, who then refer his case to the attention of the guidance counselor. Confirmation of information obtained through the interview, should be followed by either a pencil and paper personality test or the Rorschach. There must always follow a program of therapeutic treatment as directed by clinical psychologists.

### Heart of Guidance Program

The much talked of National Defense Education Act (NDEA) recognizes testing as a *part* of the guidance program. But it gives counseling its proper place as the *heart* of the guidance program. Brewster states, "... each person is unique; his needs and problems should be considered with full recognition of his individuality." This can only be done in the face to face procedure of the interview.

It becomes more and more evident, that the school needs to rethink its philosophy concerning the child and his place in society. At present, the schools, in their adoption of some of the newer practices, are like the "little shadow" spoken of by Stevenson in his garden of verses for children. A distinct philosophy regarding the profound dignity which belongs to every child is at the very heart of Catholic teaching. There is no need to "go in and out" with every educational movement, just because it is being done. The child and Mark Hopkins are still the most important part of what makes up a school. Even Hopkins may become a bit deviate. If he does, let's have an interview first, and if necessary a psychological test later, to support the clinical findings—but more important than the test—the interview!

Royce E. Brewster, "The Cumulative Record," *Understanding Testing* (Washington, D. C., U. S. Department of Health, Education, and Welfare, 1960), p. 14.

L. E. Drake, and E. R. Oetting, *An MMPI Codebook for Counselors* (Minneapolis: University of Minnesota Press, 1959), p. 140.

### Stress Tests in Guidance

(Continued from page 210)

pointed out that the clinician in defending his subjective approach to the interview may very well be protecting his stomach as well as his ego.<sup>13</sup>

### Three Best Predictors

In the study of prediction and selection, research has been devoted to the prediction of success in scho-

lastic, military, and occupational endeavors. Myriad studies have demonstrated that the three best predictors of academic success are school marks, achievement batteries, and I.Q. tests.<sup>14</sup> When achievement and I.Q. scores are used in a multiple correlation to predict scholastic success, the magnitude of the resultant correlation usually ranges from .5 to .6. This is a high degree of relationship when one considers the notorious subjectivity of teachers' marks.<sup>15</sup> With a correlation of .6 between tests and marks in a school in which half of the students fail, the increase in prediction for a student in the lowest decile is from 1:1 to 9:1.<sup>16</sup> It is important to note that these tests are not infallible and merely predict in terms of probability. Prediction of scholastic success is not enhanced by employing the interview in conjunction with test data and other counseling techniques.<sup>17</sup> It has been repeatedly demonstrated that the interview cannot replace tests and questionnaires for academic and vocational prediction.<sup>18</sup>

There have been many studies conducted in the services to explore the use of tests and interviews for selection. During the war, attempts to predict success in officers' candidate school,<sup>19</sup> tank mechanics courses,<sup>20</sup> etc., have conclusively demonstrated the effectiveness of tests. In the Air Force the correlation between the test battery and success in flight training was .66.<sup>21</sup> Interview ratings had no validity in prediction.<sup>22</sup> In so far as prediction and selection in the services are concerned the interview has yet to prove itself.<sup>23</sup>

### Success in Prediction Varies

Entire texts have been devoted to appraising vocational success. It is interesting to note that approximately 90 per cent of these texts are devoted to an evaluation of various forms of tests and inventories. Success in prediction varies with the type of occupation investigated and the type of test employed. Various correlations have been determined between tests of intelligence, achievement, musical talent, artistic ability, spatial relations, manual dexterity, mechanical aptitude, clerical aptitude and success on a job. Correlations are usually positive, but low. Despite low correlations, prediction of success is enhanced by the use of tests, particularly with respect to the individuals who obtain extreme scores.<sup>24</sup> Interviews as they are normally conducted indicate no agreement among interviewer judgments.<sup>25</sup> When the interview is standardized (more objective), greater agreement among interviewers is obtained.<sup>26</sup> Despite these improvements, the interview contributes little or nothing to improved prediction.<sup>27</sup> The results of one of the most carefully conducted experiments in recent years indicates that prediction on the basis of the interview is a liability rather than an asset.<sup>28</sup> On the basis of the research extant, the burden of proof is on the advocate of the time-consuming, costly, and less valid interview.

The interview is often employed to obtain information. There can be little argument that the interview is often superior to questionnaires, etc., in obtaining certain types of information. There is a large body of information, however, which counselors have essayed to obtain by either tests or interviews. This body of information generally comprises data related to the diagnosis of academic and adjustment problems. Knowledge related to the mental ability, academic achievement, special aptitudes, interests, and personality adjustment of the individual is sought in order to better understand the problems the individual is, or might be, confronted with in his environment.

### Appraising Mental Ability

The problem of appraising mental ability has a long and emotional history. The attempt to qualify intelligence in the form of I.Q. scores has always been an area of controversy. I.Q. tests have often been utilized in an uncritical manner, and have been misinterpreted by test constructors as well as by test users. I.Q. tests as they are generally constituted today are essentially measures of scholastic aptitude. We have already adverted to their validity in this respect in the section devoted to selection and prediction. Although I.Q. tests do not correlate highly with creativity, they have been effectively used for this purpose when cut-off scores are employed. They are not measures of innate intelligence, and they are not perfectly constant.<sup>29</sup> It is important to note, however, that they are more reliable than most medical instruments (sphygmomanometer, etc.).<sup>30</sup> Most of the vehement criticism concerning the I.Q. has to do with the nature of what is being measured and intellectual determinism. The first criticism is substantially reduced when testers acknowledge that these tests are merely general measures of scholastic aptitude. Incidentally, rather elaborate factorial techniques have not produced batteries that are any superior in prediction.<sup>31</sup> The second criticism is based on a mistaken notion of the significance of an I.Q. score. These tests are not infallible predictors. Test constructors include standard errors, etc. All prediction on the basis of I.Q. scores must be in terms of probability. Special caution must be exercised when interpreting the I.Q. scores of nonreaders and young children.<sup>32</sup> It is most significant to note that the students who do well on I.Q. tests favor them, and those who do poorly do not favor them.<sup>33</sup>

### Uninstructed Interview Has No Value in Prediction

The interview has been employed to appraise intelligence or mental ability. The evidence seems to indicate that the uninstructed interview has no value in predicting mental ability.<sup>34</sup> Carefully standardized interviews which are, in reality, I.Q. tests do demonstrate a reasonably high relationship to traditional I.Q. tests.<sup>35</sup> Using the interview in conjunction with I.Q.

tests, etc., has at times increased,<sup>36</sup> and at times decreased prediction. In summary, the I.Q. test is more effective than the interview in predicting scholastic success, and adding an interview to test data has resulted in conflicting evidence.

Achievement tests are generally used for evaluating the results of instruction, measuring educational progress, and diagnosing the causes of educational deficiencies. Although achievement batteries have not been developed for the purpose of academic prediction, they usually yield slightly better general prediction<sup>38</sup> and much better differential prediction<sup>39</sup> of academic success than do scholastic aptitude tests. Achievement tests of a survey nature enable educators to compare a student's progress with norms for students of similar grade and age. These tests are not liable to the subjectivity of teachers' marks and counselors' impressions. Diagnostic achievement tests not only appraise the level of the academic development of a pupil, but also ascertain the cause of any weaknesses. Although there are few really valid diagnostic tests available,<sup>40</sup> the few valid tests have been employed effectively. The ultimate goal of diagnostic procedures is to provide teachers with the knowledge essential for inaugurating effective remedial procedures. Studies have conclusively demonstrated the values of diagnostic tests for remedial progress.<sup>41</sup> A survey of the related literature indicated that few studies have been conducted in order to prove the value of the interview for purposes of educational diagnosis. The findings, in summary, seem to indicate that the interview should not be employed in place of tests and questionnaires for the purpose of diagnosis. The findings concerning the effectiveness of the interview as a supplement to testing for obtaining diagnostic information are conflicting.<sup>42</sup>

*Boys of Our Lady of Good Counsel High School, Wheaton, Maryland, rehearse a skit which they presented at the annual carnival called "Las Vegas Carnival." Gym was decorated in Western scenes by a group of the mothers who were experienced in art work. All the boys and parents came dressed in their favorite Western character.*





## Measuring Specific Aptitudes

A multitude of tests and scales have been devised for the measurement of specific aptitudes, such as clerical aptitude, mechanical aptitude, musical aptitude, and artistic ability, spatial visualization, and manual dexterities. It is beyond the scope of the present paper to comment on the validity of the different instruments. A previous section of this article has referred to the use of some of these tests for the prediction of occupational success, at which time the superiority of tests over interviews was cited. Two major problems encountered in occupational prediction are criteria for job success<sup>43</sup> and job satisfaction.<sup>44</sup>

Although the measurement of interests has been a major concern of guidance workers for many years, surprisingly little research has been instituted to validate the instruments utilized to assess interests.<sup>45</sup> It is also necessary to note that most of the objective instruments employed to appraise interests are not tests but questionnaires or inventories. Recently, however, certain very promising interest tests have been devised.<sup>46</sup>

In general, results from studies of interest inventories indicated that after the age of fifteen, interest patterns are quite constant,<sup>47</sup> but that there is no significant relationship between interest and job satisfaction.<sup>48</sup> Super<sup>49</sup> in his comprehensive review of the research on interests states that there was only one study concerned with the comparative predictive value of interest inventories and interests as evinced by students in interviews. When freshmen inventory scores were compared with freshman interests as expressed in an interview, the inventories proved superior in predicting later occupational pursuits.<sup>50</sup>

## Assessment of Personality

The assessment of personality has always been a fascinating study for man. Physiognomy, phrenology, graphology, humoral psychology, constitutional psychology, endocrinology, situational tests, questionnaires, factor analysis, projective techniques, case studies, and interviews have all been employed in an effort to understand, and describe the personality of man. The ability to predict the future adjustment or maladjustment of an individual would be greatly enhanced if more were known concerning the etiology of the neuroses and psychoses. A revealing study by Glosser<sup>51</sup> indicates that psychiatrists cannot agree with other psychiatrists or with psychologists as to the nature and causes of mental disorders. This extensive diversity of psychiatric and psychological opinion indicates that any treatment, at present, is not based on insight into the bases of the neuroses and psychoses.

## There Are No Tests of Personality

Actually, there are no tests of personality. The in-

struments most often used to measure or assess personality in an objective or semi-objective manner are questionnaires and projective techniques. Both of these tools, as well as the interview, are confronted by the ubiquitous problem of acceptable criteria for validation. The usual criteria of adjustment have been ratings by psychologists and psychiatrists, success in school, and differences between normal and abnormal groups. There have been many scathing criticisms of adjustment inventories.<sup>52</sup> Ellis<sup>53</sup> has surveyed the various studies which have obtained correlations between scores on an inventory and any one of the criteria mentioned above. The coefficients ranged from 0 to above .7. A later review by the same author demonstrated that in most cases inventory scores discriminate significantly between normals and neurotics.<sup>54</sup> Scores on an adjustment inventory, such as the Minnesota Multiphasic Personality Inventory enabled testers to predict the final clinical diagnosis in more than 60 per cent of new psychiatric admissions.<sup>55</sup> This was an excellent performance in view of the low reliability of the criterion which was the clinical diagnosis of the psychiatrists.

## Projective Technique Approaches Subjectivity of Interview

There are many different types of projective techniques, and very few of them have been carefully validated. Careless standardization, rash generalizations, intuitive judgments, and insulation on the part of the constructors and users of projective devices have led to criticisms of the "cultist"<sup>56</sup> and the "witch doctor"<sup>57</sup> by leading psychologists. The major difficulty with this technique is that in some ways it approaches the subjectivity of the interview. Despite such criticism, an instrument such as the Rorschach has demonstrated its validity in differentiating the normal from the abnormal.<sup>58</sup> Even the group Rorschach diagnosed 73 to 79 per cent of institutionalized persons as mental cases, and only 6 to 16 per cent of apparently normal persons as mental cases.<sup>59</sup> Predictions within the middle or normal range of individuals is extremely limited with projective techniques<sup>60</sup> as well as with adjustment inventories. Berenda<sup>61</sup> has pointed out that a science of personality is much more probable with abnormals because it is easier to predict their behavior.

## The Clinical Interview

The clinical interview has long been the favored tool of psychologists and psychiatrists for diagnosing adjustment problems. Strang<sup>62</sup> has stated that facial expressions, bodily movements, etc., often manifest more about the feelings of an individual than do the words he speaks. Hahn and Maclean<sup>63</sup> devote several pages to the value of clues such as facial expressions and gestures which the counselor is able to observe during an interview. They do, however, acknowledge that there is no experimental evidence for the value of



these clues other than "counselor consensus."<sup>64</sup> It is extremely difficult, if not impossible, to compare the relative merits of the interview and projective techniques for screening the maladjusted since the psychiatric interview is often the basis for classification. It is interesting to note in this respect a study by Siegel<sup>65</sup> in which 26 problem children referred to a clinic were diagnosed by one staff member who employed the Rorschach, and one staff member who employed the psychiatric interview. The agreement between the two was 62 per cent. One year later, the agreement was 89 per cent with all the shifts having been made toward the Rorschach classification.

A review of the literature relative to the comparative validity of tests and interviews for the purposes of academic, military, and occupational selection and prediction, diagnosis of learning difficulties, and procurement of information seems to demonstrate the superiority of testing. It must be conceded, however, that this conclusion is based on the evidence from an exiguous number of experimental studies on the effectiveness of the interview. Many experimental studies have been undertaken for the purpose of validating tests. These studies, in general, have contributed evidence for the continued use of tests. There is little or no evidence to support the position of high regard which the interview enjoys. The burden of proof for the justification of the continuance of reliance on the interview is on the champions of the costly, time-consuming, and unproved interview.

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### In a forthcoming CE issue

Do you teach foreign languages in your elementary school? If not, are you considering doing so? Whether you should or not is discussed in a pair of articles to be published; a Sister director of the graduate division of a college and professor of French argues for teaching FL in the grades; a public school teacher, graduate of a well known Catholic college, states the case against their introduction on this level.

## Voluntary School Aid in Britain

IN MOST PARTS of the world the question of Catholic schools is a crucial and often controversial issue. The problem varies in its details and degree from country to country: if Catholics in America and France wonder at the measure of state aid to Catholic schools in England and Wales,<sup>1</sup> Catholics here have their eyes on the even more satisfactory situations in Scotland, the Irish Republic, Holland, and Quebec.

Yet in spite of financial help given to them in this country out of public funds, a real crisis was facing those Catholic schools which are maintained by the local education authorities and where education is free. These schools, known as voluntary schools, remained an integral part of the national system of education under the Education Act, 1944. This statute was designed to be the first of a series of social legislation for a better post-war Britain. It was the work of the wartime Coalition Government. Some cynics averred that the Act was introduced at a time when the then Prime Minister wished to distract the attention of Parliament and the nation from the preparations for the Normandy landings; but there is now common consent that it was a major achievement in educational reform on the part of its sponsors.

### Equal Opportunities for All Children

The main object of the Act was to develop secondary education and to afford equal opportunities for all children right up to university level. In order to enable the voluntary schools to keep pace with these developments and to have the chance of parity with the county schools, as the maintained schools established by the local education authorities are called,<sup>2</sup> it was recognized that they must receive further financial assistance. The local education authorities were obliged, as before, to pay the running expenses of the voluntary schools, including the teachers' salaries, and to be responsible for all interior repairs to the school buildings. They are now liable for all repairs to other parts of the school premises.



Mr. O'Brien was for nine years secretary to the Catholic Education Council for England and Wales, having been assistant secretary for four years prior. He was joint editor of this council's review, *Catholic Education* from its start 1956 to 1959. At present a member of the Secretariate of the Catholic Education Council, he has contributed to *The Tablet* (London), and other Catholic papers, *Catholic Education*, *L'Enseignement Catholique* of Belgium, and the *Bulletin* of the Union Internationale Pour La Liberté d'Enseignement. He was made a Knight of St. Sylvester in 1959.

The provisions for capital grants were not so favorable. These were generally on the basis that grant from the Ministry would be available at the rate of 50% of the total expenditure for replacement or reorganization of existing schools, but that nothing should be payable for the building of accommodation for new places. In a limited number of cases it was possible to obtain a 75% grant from the local education authority for projects proposed under the Education Act, 1936, (which first raised the school leaving age to 15) but that had been suspended on the outbreak of war. In return for this higher grant, however, concessions had to be made on the appointment and employment of the teachers, who in these schools are the servants of the local education authority, but with the governors retaining some control over the appointment and dismissal of those teachers who are appointed to give denominational religious instructions.<sup>3</sup>

### Penalty on Parents Exercising Right

All this aid appeared generous; but the Catholic body, even at the risk of seeming churlish, took an almost lone stand in opposing the financial provisions of the Act as being both unjust in retaining a penalty on the exercise of the parents' natural right, and quite inadequate to help the Catholics in trying to provide a Catholic school place for as many Catholic children as possible. The real rub lay of course in the stipulations about capital grant, for it was foreseen that the Act would require a great deal of building for reorganization as well as for the provision of new places. While more aid than ever before was proposed, more would be demanded from the voluntary bodies by reason of the raising of material standards.

The scepticism of the Catholic community about this adequacy of the financial provisions of the Act proved to be all too justified. In 1944 the Ministry of Education calculated that the Catholic body would have to find over £51,000,000 for the reorganization of existing schools and the building of new ones. The total of over £51 million rose again after 1951 in spite of the valuable work done by the Ministry in keeping school building costs within tight limits. Up to November 1957, just over £26 million had been spent on Catholic voluntary schools, of which the "Catholic" liability was about £41 million. At least another £87 million will have to be expended, and as the law then stood the Catholic share of that sum would have been about £52 million. As most Catholic school building has to be financed by loans, interest charges would double these figures. Such was the

liability confronting the Catholic community of between 4 and 5 million souls, in addition to their other Church collections and their rates and taxes.

### Problem Put to Minister of Education

Some financial relief had been given to the voluntary schools by the amending Education Act, 1953. But this though valuable is likely to be of diminishing assistance and slight in comparison with the totals. In 1957 and 1958 many dioceses wondered whether they would be able to continue with their school building program; a few indeed were forced to stop. It was therefore an ideal moment to approach the Government. Hence, Bishop Beck of Salford, chairman of the Catholic Education Council for England and Wales, put the problem frankly to the Minister of Education proposing a grant of 75% towards cost of all voluntary school building approved by the Minister of Education—100% not being within the bounds of practical politics. This proposal was met with sympathy, but no action resulted then. The proper occasion came with the issuance by the succeeding Minister of his 1958 "white paper": *Secondary Education for All*. In it the churches were invited to cooperate in his plans for the reorganization, development, and expansion of secondary education, and, as a corollary, he indicated that he would consider an increase of grant for the voluntary schools.

In view of the controversy and acrimony that measures affecting voluntary schools have caused in the past, it has become an unwritten axiom of English politics that these should be brought forward only as proposals that have already been agreed. The Minister consulted the other political parties and the interested bodies and in March 1959 confidentially announced his decision that:

(1) the rate of grant for voluntary school building, eligible as the law then stood, should be raised from 50% to 75%; and

(2) a grant at the rate of 75% should be available for new voluntary secondary schools needed wholly or mainly to provide education for pupils from existing voluntary primary schools of the same denomination or from schools which subsequently replaced such schools.<sup>4</sup>

### Welcome with Reservation

Catholics were somewhat disappointed that the Minister had not felt able to accede entirely to their suggestions, for the exclusion of new primary schools and of secondary schools that might be built in future for the children from them would prejudice precisely these areas where Catholic education still had to develop: to him that had not it would not be given. But they welcomed the Minister's offer as going a long way to meet their immediate needs, while it was understood that they could not accept it as final and must reserve the right to press their further pleas at another and more propitious time.

The financial effect would be to reduce the Catholics' future bill by some £22 million, leaving them still about £30 million to pay.

From the other side, the Minister was criticized for giving the Catholics too much, since, although the proposals applied also to the schools of the Church of England (whose Schools Council was able to cooperate with the Catholics), it was recognized that the benefits would largely accrue to the latter, as they are building many more new schools than the former. The opposition came mainly from the Non-conformists, but also from the humanists and secularists. The Government was cautious for fear of raising the spectre of denominational strife.

### Project Commands Widespread Support

But what was such a contrast with the 1944 scene was the widespread support which the Minister's project commanded. There was agreement with the Labor and Liberal parties; there was no dissent on the part of the local education authorities or the National Union of Teachers. This change was the result of much hard work in the intervening years by Bishop Beck and by all the Bishops, clergy, and laity in patiently explaining and winning sympathy for the Catholic point of view among all sections of the political and educational world. Particularly noteworthy was the backing received from the press and in particular *The Times*, *The Manchester Guardian*, *The Times Educational Supplement*, *The Liverpool Post* and *The Yorkshire Post*. On 23rd January, 1959, the *Manchester Guardian* declared in an editorial:

We see no good reason why grants should not now be paid in respect of all the new (voluntary) schools . . . and at a higher rate than 50%. The situation today differs entirely from that of 1902. . . . If the churches were to abandon the attempt to build new schools in part at their own members' expense, a still heavier burden would fall on public funds. . . . The present system, surely, rests on historical rather than on rational grounds.

*The Times* (Educational Supplement of Feb. 6, 1959) considered that

there are in fact no real obstacles to the Roman Catholic claim except these set by dying prejudices and rigidly established positions. If the Minister, and the leaders of the other parties he has consulted, think fairly of this request in present day terms, they should find it hard to refuse.

### Rapid Passage Through Parliament

The Minister introduced his bill on June 15, 1959. It had a rapid passage through both Houses of Parliament and received the Royal Assent on July 29th. Not a single vote was recorded against it. The burden of the Governments' policy was explained in the House of Commons:

The sole purpose of the Bill is to insure that all children, including those educated in denomina-

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## Leave Discipline to Chance?

IN THE CASCADES of educational articles descending annually on the lay and professional reader it is not uncommon to find pleas to return to tradition, to go back to fundamentals, to stiffen requirements, to restore discipline. This trend backward to tradition in discipline leads to the question, "What significance is attached to school discipline in the current professional textbooks used in teacher education?" A comparison of these with textbooks used formerly—thirty to thirty-five years ago—shows some pronounced differences in the introduction the prospective teacher gets for the essential task of maintaining an orderly classroom. There seems to be agreement on one point, however, that discipline is necessary, but the directives for acquiring and maintaining good order in a class have changed.

Contemporary textbooks designed to give the students an overview of the teaching profession and probably called "Introduction to Teaching," "Principles of Teaching," or "Introduction to Education," are likely to refer to discipline, if the word is used at all, in terms of relationship—pupil-teacher and pupil-pupil relations. Securing the optimum in relations is the teacher's aim and, she is told, self-discipline is necessary before students are properly equipped for satisfying human relations. This is sound educational theory, and it wasn't exactly unknown to the prospective teacher of the traditional era. But the contemporary writers give the teacher very few directives for helping children to acquire or maintain this self-control. At most, they refer to it and then perhaps illustrate from a few case studies. But these cases may not necessarily be duplicated in every classroom and the beginning teacher is at a loss for some principles of good management to which she can resort.

### Undisguised Respect for Discipline

The teacher trainee in the traditional era found textbooks whose titles showed undisguised respect for discipline. *Class Management*, *School Discipline*, and

*School Efficiency* were typical. In these she learned that discipline was necessary, and then found some very practical suggestions for establishing it. The teacher should plan with care, act with courage, regulate school experiences, and cultivate school virtues. The latter included punctuality, neatness, silence, obedience, and courtesy. The aim of this type of class management was certainly self-control or character development, and there was no hesitation about saying so. With the cultivation of school virtues the teacher might expect virtuous relations on the classroom and these of necessity should be satisfying.

The concept of teacher-pupil relations was also inherent in the traditional professional books but it was expressed traditionally. We read that the teacher "guides, manages, controls, inspires and keeps a group at work in an orderly manner." The teacher obviously had authority to do these things. The contemporary student will read that many teachers fail to establish rapport with pupils because they resort to inadequate types of behavior. The inadequate behavior types are use of sarcasm, criticism, and display of anger, which would have been inadequate in any age or situation. Some suggestions for establishing rapport would be helpful, but the student is left with the elusive suggestion that discipline should be sympathetic and positive.

### Teacher's Authority Scarcely Mentioned

The authority of the teacher is scarcely mentioned in many of the present day books geared as introductions to teaching. They discuss democratic practices in the classroom. They say that the school should be the most democratic of all social institutions; that children should have experience in the selection of leaders; that they should participate in the determination of policy making as their degree of maturity will permit; that they should grow up in a democratic environment and in one that encourages the exercise of citizenship.

The writers with the traditional point of view also said they wanted pupils to direct themselves, but added that the teacher's job was to direct them in directing themselves, not letting them lose themselves. The importance of teacher leadership for instilling the proper directive force was upheld. "In a group where there is proper directive force (teacher authority) there is mutual confidence between workers and leader; there is a positive group spirit; there is loyalty in mutual dependence; there is enthusiasm because of confidence" (*School and Society*, 1933). These conditions



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were the result of teacher leadership and they could scarcely be qualified as undemocratic. The traditional books described democracy in the classroom as the mutual respect of the governed and the governor.

In a true democracy the governed must give up things which of themselves would not be bad if he were an island by himself. So in school he must give up certain things he might do at home, talking out loud, getting a drink when he wanted to, etc. . . . The welfare of the group demands it (*Education*, 1918).

### The Lesson of Silence

Some of the contemporary authors of professional textbooks discuss discipline in terms of semantics. What does the word mean? If it means an orderly class, is silence a better indication of order than activity? The weightiest arguments of the present day writer lean toward activity as the index of order. Silence would carry a sinister note of repression. Montessori says the lesson of silence is one of capital importance.

As long as children are undisciplined and agitated, as long as their spiritual energies are scattered, they are not able to assimilate very much. Once a degree of interior calm has been established by an effort of the will, everything falls into place (*Jubilee*, June, 1957).

In the classroom, silence may be indicative of mental activity. It is hazardous to expect any real intellectual learning without it.

The cliché that school is life and not preparation for life when applied to classroom management resulted in the "informal classroom situation," the "permissive atmosphere," "group dynamics," and "social learning." These have their value and they appeal especially to the novice teacher as the ways of establishing the desired rapport. However, with the increased enrollments in elementary schools, maintaining the informal classroom climate becomes increasingly difficult. The N.E.A. survey of 1956 concluded that "Sheer 'bigness' of the educational enterprise and trouble with pupils go hand and hand." Since "bigness" is the characteristic of contemporary education the prospective teachers should be prepared for it by some better suggestions for class management.

### Measured by Effectiveness

Is the informal situation really necessary for learning? The traditional educator believed that the classroom situation should be school-like entitled to its own peculiar conventional modes, not to be approved and condemned because of their use in other social institutions, but measured as to their effectiveness in realizing the school's purpose.

The school's purpose incidentally was, and purportedly is, to "develop habits and ideals of social behavior and self-control which will function in later situations." When the teacher in the traditional school heard or read that good classroom management called

for routine—systematic distributions of supplies, definite order in getting cloaks, lining up for dismissal—she thought of these as opportunities for securing order immediately, and for cultivating self-discipline, ultimately.

Another contemporary solution to class management is attempted through methods of teaching. Hence the modern student reads that the classroom which "serves as a means for promoting learning is one where all the various operations are organized and the experiences of the learner are ordered. In any learning activity there is a first step, followed by a second step, followed by a third step. This is ordering learning . . . and what used to be called 'pupil order' or discipline takes care of itself when learning is ordered" (Haskew, *This Is Teaching*, 1956). This concept of ordered learning is commendable, and the results of it are very like the classroom management of days of yore. The point of departure is different. The traditional teacher was told that she would need to establish this good order before she could teach or provide educational experiences for her pupils.

### Teacher a Clinician?

The mental health concept is prevalent in the present day introduction to teaching. The teacher is advised to "take the clinical approach." Seek the causes of disorder, negativism, insubordination and you thereby reduce problem behavior and strained relations in the classroom. It would be obscurantist to deny that great strides have been made in child psychology and psychiatry within the last quarter of a century, but still the traditional teacher was taught to be "kind and sympathetic." Her kindness and sympathy would pay large dividends in the classroom and her trust in children would engender confidence and good will. The emphasis on classroom management did not necessarily lead to maladjustment in children. On the contrary the good order and stability of the routine tended to create security.

To say that the teacher education program of today entirely neglects discipline would be unjust. Almost all textbook writers agree on the need for it. The definitions of classroom management vary according to the personal philosophy of the writer, and the discussions are frequently too generalized to be practical and too tenuous to make a distinct impression on the neophyte teacher. She leaves the college classroom and faces a class of her own without a solid conviction that class management must be won and that order must exist for good learning conditions.

When looking over a representative number of textbooks one is tempted to conclude that preparing the teacher for handling her class and securing order in her group is left to chance. The student may get suggestions in her methods, in psychology, in philosophy of education. Again she may not or she may be beguiled into thinking because of lack of emphasis in the

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# Teach About Communism in Catholic Schools

IN 1937, POPE PIUS XI asked a searching question about communism: "How is it possible that such a system, long since rejected scientifically and now proved erroneous by experience, how is it, we ask, that such a system could spread so rapidly in all parts of the world?" The Holy Father answered his own questions in three parts: (1) "The explanation lies in the fact that too few have been able to grasp the nature of Communism." (2) "A propaganda so truly diabolical that the world has perhaps never witnessed its like before." (3) "The conspiracy of silence on the part of a large section of the non-Catholic press of the world."

Twenty-three years later, an additional 800,000,000 human beings have been locked behind the iron curtain. Yet, it is unfortunately still true that too few people understand what communism is, or recognize it under numerous disguises. Although the United States Bishops have officially branded communism "the worst persecution in the 2,000 years of Christianity," Cardinal Cushing said recently with complete accuracy: "The greatest asset the communists have at the present time is not the hydrogen bomb, certainly not Soviet satellites, but ignorance of their tactics, strategy and objectives."

In 1958 the Cardinal Mindszenty Foundation was founded as a non-profit, educational organization whose purpose is to combat communism with knowledge and facts. Its intellectual foundation is the great Encyclical, *Atheistic Communism*. Its educational programs, aimed at the root-causes of communism as defined by Pope Pius XI, are (1) to educate Catholics about "the nature of communism," (2) to expose communism's "diabolical propaganda," and (3) to penetrate "the conspiracy of silence" by spreading accurate information on the subject.

The founder of the Cardinal Mindszenty Foundation is the Reverend C. Stephen Dunker, C.M., a Vincentian missionary who served in China for 20 years, where he saw a small number of communists

capture a country of 500,000,000 people. He observed communism in action for 27 months after the Reds took over, was before the People's Court five times, and finally expelled forever from China. All the directors of the Cardinal Mindszenty Foundation donate their services, and the educational work is financed entirely by unsolicited contributions. In its first two years, the growth and influence of the Cardinal Mindszenty Foundation on a nationwide basis has exceeded the most optimistic hopes of its directors.

## Services to Schools

Of its many activities, the Cardinal Mindszenty Foundation considers most important the services it has rendered to Catholic colleges, seminaries and high schools. These institutions are acutely aware of the need for education on communism, and of the fact that formal education on this subject is exceedingly rare. Although the theory, history and economics of Marxism are touched upon incidentally in separate college courses, and there are several schools of Russian studies, there are only one or two courses in the country which put together the pieces of the jigsaw puzzle in such a way that they provide a realistic description of communist objectives and tactics.

This scarcity of courses on communism, plus the lack of trained teachers and suitable textbooks, inspired the Cardinal Mindszenty Foundation to develop two unique educational ideas for the specific use of Catholic colleges, seminaries and high schools. In the fall of 1958, we launched the Cardinal Mindszenty Study Group Program: a basic course in communist objectives and tactics. This is a ten-lesson course based on authoritative Government documents, and prepared so that any teacher can put it into immediate and effective use. The Cardinal Mindszenty Study Group Program has been so enthusiastically received that more than 500 such study groups have been established in a year and a half—the great majority of them in Catholic high schools, colleges, and seminaries.

It was not long before teachers began demanding that the Cardinal Mindszenty Foundation supply them with more detailed and comprehensive education on communism. In response to these requests, the Cardinal Mindszenty Foundation has arranged dozens of seminars on communism, beginning with a two-day seminar for all the teachers of social studies in the Archdiocese of St. Louis. These seminars range in length from a half day to a week; the majority are one full day. Some are designed specifically for teachers, others for students; and interested local citizens are frequently invited.



Phyllis Schafly is the research director of the Cardinal Mindszenty Foundation. She has been steadily engaged in research, speaking, and writing on the subjects of communism, government, and foreign policy for the past fifteen years. She has lectured all over the middle west, and is the author of numerous articles on communism. She is a graduate of the Sacred Heart Convent in St. Louis, a member of Phi Beta Kappa, and she received her Master's Degree in Government from Radcliffe College, Cambridge, Massachusetts. She and her husband live in Alton, Illinois with their four small children.

## Subject Matter

The subject matter of these seminars includes the dialectic, the theory and history of communism, the techniques and tactics, communist propaganda, psychological warfare and Agitprop, the underground, the Party, legislation and court decisions pertaining to communism, Soviet foreign policy, and case histories of how communists capture specific countries. Many nationally-known authorities on communism have lectured at our seminars, as well as specialists on communism in China, Hungary, Latin America, and other countries. The Cardinal Mindszenty Foundation has now started to make its seminar program national in scope, just as its study group program has always been.

The directors of the Cardinal Mindszenty Foundation, who donate their time to help save our Church from the greatest threat it has ever faced, have been rewarded by the many appreciative letters which come every day from Bishops, priests, administrators and teachers in our Catholic schools and colleges, Catholic librarians and radio stations, and from parents who are aware of the ideological temptations their children are facing. These letters testify to the urgent need for the type of educational program which the Cardinal Mindszenty Foundation is providing, and to their gratitude for the excellence and practicability of the program.

In appreciation of its educational work against communism in the St. Louis Archdiocese, the Cardinal Mindszenty Foundation was given a testimonial dinner on February 15, 1960 by the alumnae of Villa Duchesne, a leading Catholic girls' academy in St. Louis. A total of 1,432 persons crowded into St. Louis's largest dining room to hear a scholarly address on "The Heart, Mind and Soul of Communism," and to see Father Dunker presented with an award; more than 300 were turned away. Among the dignitaries present were the Most Reverend Leo C. Byrne, Auxiliary Bishop of St. Louis; the Very Reverend Paul C. Reinert, S.J., President of St. Louis University; the Reverend James T. Curtin, Superintendent of Schools for the St. Louis Archdiocese; and also Mr. Ethan A. H. Shepley, Chancellor of Washington University. Archbishop Joseph E. Ritter was the honorary sponsor.

## Growing Collection of Films and Tape Recordings

The Cardinal Mindszenty Foundation has had similar enthusiastic response from its other educational projects. We have a growing collection of films and tape recordings on communism which are extremely useful as teaching props in any Catholic institution, with or without the study group program. The Foundation can supply a book list on communism called "Inside the Communist Conspiracy," which is a most useful tool for any educational institution interested in strengthening its library on this subject. This book list is designed to combat what Pope Pius XI called "the conspiracy of silence." The Cardinal Mindszenty Foundation issues a monthly release on current com-

munist tactics, which is sent to a growing list of subscribers and is published increasingly by Catholic newspapers. A recent month's release reached a circulation of more than a million and a half through the columns of the Catholic press. The Foundation deserves a large share of the credit for the enormous circulation of the Report of the American Bar Association Committee on Communist Tactics, Strategy and Objectives, which has now sold more than 200,000 copies. All this has been in addition to answering thousands of inquiries and requests for advice and information which have come from every State in the Union and several foreign countries.

## Spontaneous Intellectual Interest

A spontaneous intellectual interest in communism has become most noticeable during the past two years. Catholics seem to be awakening to the fact that millions of our co-religionists behind the iron curtain have had their freedom to worship God taken from them; and that it is our moral obligation not only to protect ourselves and our children from the same fate, but to devise some means of restoring the functions of the "silent Church." Our lawmakers seem to be awakening to the fact that the tyranny of atheistic communism is spreading across the earth—despite the fact that half of our taxes and all of our sons are taken to resist it. The very scarcity of persons qualified to teach this subject has stimulated the intellectual curiosity of our brightest high school and college students. Since the National War College inaugurated a two-week course for selected reserve officers, a number of colleges and universities are displaying interest in starting courses on communism. Even the average apathetic citizen is beginning to comprehend that most of the news in the daily press—from events in Cuba, to the riots in San Francisco and Tokyo, to the need for U-2—are controlled by the hidden hand of international communism.

## "Riddle Wrapped in Mystery"

In 1939 a famous statesman said: "I cannot forecast to you the action of Russia. It is a riddle wrapped in a mystery inside an enigma." Fifteen years of sustained study and patient research have convinced me of the error of that epigram. I now know that, just as the movements of the planets are predictable by astronomers, so are communist movements predictable by those who have studied the dialectic. Contrary to popular belief, communists are not mere opportunists who advance only when circumstances create an opening. Their future actions are plotted with all the precision of our guided missiles.

## Key to Realistic Understanding

The key to a realistic understanding of communist techniques is the dialectic. The dialectic operates as an instrument which gives the communists complete freedom from moral and logical restraints. According





## Choosing a CATHOLIC COLLEGE Series

# MARYLHURST COLLEGE

## Marylhurst, Oregon

Marylhurst is a women's college of liberal arts and sciences conducted by the Sisters of the Holy Names of Jesus and Mary. A modern college with century-old traditions, it stems from an 1859 foundation school in Portland, Oregon, and has occupied its present site since 1930. Modern dormitories accommodate 215 women, with buildings under construction to house an additional 150. Current enrollment is about 475. The college plans its academic work and co-curricular activities to produce intellectual competence and develop character, personality, and Christian leadership.

### LOCATION

In a setting of great natural beauty on the Willamette River, Marylhurst is within 20 minutes of Portland, with its museums, libraries, art galleries, symphony orchestra, and civic theaters. There is opportunity for pre-professional experience in city schools, laboratories, and social agencies. The evergreen campus provides scope for outdoor sports, and the Pacific Ocean and Cascade Mountains are close enough for a day's outing. Mount Hood, visible from Marylhurst, may be reached in an hour for skiing.

### ACCREDITATION AND AFFILIATION

Accredited by the Northwest Association of Secondary and Higher Schools, and the National Council for Accreditation of Teacher Education. Approved by Oregon State Board of Education for elementary and secondary teacher training. Affiliated with the Catholic University of America. Member of American Council on Education, Association of American Colleges, American Alumni Council, American College Public Relations Association, National Catholic Educational Association, Oregon Colleges Foundation. Graduates eligible to American Association of University Women.

### OBJECTIVES

Educational opportunity at Marylhurst is so designed that a young woman can prepare herself for what she must be and do to attain the purpose of human living. Through training in the liberal arts she is enabled to think correctly, communicate effectively, and act in the light of faith and reason. Study of the liberal sciences gives her an understanding of human nature and her relationship to her environment and to God. A liberal education likewise prepares her for a career and for intelligent citizenship in a democratic society. Acting as a complement to man and not a competitor, she will exert a Christian influence in her home and community.

### FACULTY

Sisters of the Holy Names, priests, lay men and women.

### LIBRARY

The college library has 40,000 volumes and 300 periodical listings. A curriculum library of instructional materials supplements the volume holdings.





## CURRICULUM

For the Bachelor of Arts degree, majors may be taken in art, biology, education, English, foreign language, health and physical education, history, home economics, mathematics, music, psychology, sociology, theology.

Bachelor of Science: biological science, chemistry, health and PE.

Bachelor of Music: performance, music composition, music education, music history and literature. Bachelor of Science in Education: elementary education. Bachelor of Science in Medical Technology: biological science.

Minors are available in the above subjects and in journalism, speech and drama, German, philosophy, physics, political science, secretarial science, medical secretaryship. Prospective medical record librarians follow a two-year program qualifying them for a final year in an approved hospital.

## CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

**Student Personnel Services:** A faculty-student committee that appraises problems and provides communication; guidance and counseling program with a psychologist as co-ordinator; health service with physician and resident nurse; placement service. Resident chaplain; spiritual retreat; leadership conference; lectures; concerts; intercollegiate social functions; dances, teas, parties, information fun; music and drama.

**Student Societies and Clubs:** Sodality; membership of the Associated Students in the U. S. National Student Association; Athletic and Recreation Federation of College Women; Student NEA; Pi Delta Phi (national French honorary); Sigma Delta Pi (national Spanish honorary); Confederation of Northwest Catholic College Students; Inter-College Council; Metropolitan Collegiate Press; Oregon Home Economics Association, college section; Residents Association; Town Girls Club; Recreation Association; academic clubs; Young Democrats; Young Republicans; sports clubs.

**Student publications:** *The Tower* (newspaper); *The Fountain* (yearbook).

**Athletics:** archery, badminton, basketball, field hockey, golf, modern dance, skiing, softball, volleyball, swimming in the glass-enclosed pool.

## ADMISSION REQUIREMENTS

Admission to the freshman class is on the basis of graduation from an approved high school, character recommendations, and satisfactory scores on the College Entrance Examination Board scholastic aptitude tests. Advanced placement with credit is allowed.

## EXPENSES

Tuition (annual).....	\$450
Board and Room (annual).....	680
Fixed Fees (annual) approximately.....	50

## SCHOLARSHIPS, STUDENT AID

The College gives four kinds of assistance: honor scholarships, family-plan, grants-in-aid, and work contracts. Awards are based on achievement and promise and are in proportion to the student's financial need. Loan funds are available.

## ILLUSTRATIONS

*Opposite top:* Aerial view of Marylhurst campus on which two additional buildings, dormitory for 150 girls and dining hall are being constructed for September 1961 occupancy; Shrine of Our Lady of Marylhurst; broadcast recording by the Marylhurst Choralists who sang with the Portland Symphony Orchestra this past March.

*Opposite bottom:* Miss Marylhurst and her court at the Senior Ball; weekend fun with men from nearby colleges; original choreography for "A Day in the Ozarks."

*This page, from top:* medical technologists in college laboratory; the chamber orchestra; "A birdie?" on Marylhurst golf course; joint creation in mosaic; student teaching in a Portland school; rhythmic swimming in glass-enclosed pool.



to the dialectic, the communist objective is never approached in a direct, persistent line. It is not even approached in a circuitous, winding pathway. The dialectic mode of progress consists of a series of advances and retreats. The communists go backward and forward to what they believe is inevitable victory.

Reduced to its most meaningful analogy, the operation of the dialectic is like hammering a nail. It is a foolish man who brings down the hammer with a crashing blow and then continues to push. When that blow has spent itself, the entire direction is reversed, and the goal is achieved through a series of backward-forward motions. According to communist theory, even though heading away from the goal, they are still fulfilling the scientific method of approach; and therefore the reverse movement must be carried out with the same fervor and determination.

### A Dialectical Maneuver

When Khrushchev visited at Camp David last fall, he bragged that the Soviet Union now offers financial incentives to make its economy more productive. It would be a gross misinterpretation to deduce that this represents a Russian retreat from communism, when in reality it is a dialectical maneuver calculated to achieve communist objectives. The Kremlin has discovered that, as a practical matter, it needs capitalistic incentives to stimulate production. The Kremlin, therefore, orders incentives in order to strengthen the economy of the Soviet Union, in order to become strong enough to conquer the world, in order to achieve worldwide communism, in order to change human nature according to the Marxist-Leninist plan, in order to establish the paradise on earth in which all incentives will be abolished.

### Open Churches: Identical Maneuver

When the communists permit churches to be open in Soviet Russia, they are pursuing an identical dialectical maneuver. Unable to stamp out religion entirely, the communists take a strategic step backwards and allow a few churches to be open, in order that they may take a longer step forward in holding their subjects in line, in order that through world conquest they may ultimately realize the totality of atheism on earth.

Had Americans understood the communistic dialectic, they would have known that we could have intervened to aid the Hungarian Freedom Fighters in 1956 without running any risk of World War III. It would have been un-Marxian and anti-dialectical for Soviet Russia to have fought the United States over the issue of freedom for Hungary. On the other hand, it was a dialectical advance for Soviet Russia to fight little Hungary because—while going backward in world opinion over Hungary itself—it went forward in proving that the West will not heed the pleas of the captive peoples, and that while communist nations aid each other, Freedom Fighters must fight alone.

### Some Communist Techniques

What are some of the techniques by which communism has advanced to its present world strength of 1,000,000,000 people?

(1) *Semantic sabotage*. The communists have discovered that they can use language as a weapon to assist them toward their goal of world conquest. They have perfected the technique of using words to conceal their evil objectives, to confuse the issues, and to disarm us intellectually. For example, "peace" is one of the cleverest semantic shibboleths in the modern communist lexicon. To the communist apparatus, anything which advances the communist conquest of the world is a peaceful act. If they take a gun, they take a peaceful gun, containing a peaceful bullet, and kill you peacefully, and put you in a peaceful grave. When the Chinese Reds committed every outrage against the people of Tibet, it was an act of peace. When the Soviet tanks rolled into Budapest to butcher and destroy, that was glorious peace. When the communists say they want peace, they really mean they want to conquer the world one piece at a time. Language is thus the key to total control by the communists over the minds of the subjects. Like the Orwellian Newspeak, the communists have invented their own vocabulary, and use Double-talk and Double-think to convince people that black is white and that murder is good.

### Invitation to Coexist

"Peaceful coexistence" is another Red word trap. When the communists invite us to coexist, they mean they want us to coexist as they coexist with Lithuania, Latvia, Estonia, Hungary and a dozen other Captive Nations swallowed behind the iron curtain. Semantic quackery should not blind us to the fact that the Red definition of peaceful coexistence is communist conquest without war. When Khrushchev talks of peaceful coexistence, we should recall the advice he gave us to our face a couple of years ago: "If anyone thinks our smiles mean the abandonment of the teachings of Marx, Engels and Lenin, he is deceiving himself cruelly. Those who expect this to happen might just as well wait for a shrimp to learn how to whistle."

### Deceit

(2) *Deceit*. Lenin enunciated the technique of deceit when he gave this command: "We have to use any ruse, dodges, tricks, cunning, unlawful method, concealment, and veiling of the truth." In faithful adherence to this dogma, communist governments consistently use assassination, blackmail, counterfeiting, forgery of passports, lying, piracy of copyrights and patents, subversion, falsification of history, theft, and treaty-breaking as part of their official state policy.

When Lenin boasted that "Promises are like piecrusts—made to be broken," he was merely naming one of the countless ways in which communists practice the technique of deceit. Our Government agencies have

discovered that "You must be a liar, a cheat, and probably a spy before you can represent a communist government in international diplomacy. You must have no more regard for honor when you sign an agreement on behalf of your country than a forger does when he puts a name on a check."

Ever since Potemkin deceived Queen Catherine II by erecting cardboard villages for her to view from her passing carriage, the Russians have been masters of large-scale deceit. Another leaf from the same book is the way American tourists to Moscow are driven down avenues of beautiful new apartment houses—which one enterprising reporter discovered were only one room deep, built to hide Soviet slums. There is new scientific evidence to prove that the latest Soviet hoax put over on the West is the photograph of the dark side of the moon allegedly taken by Lunik. Former Vice President Henry A. Wallace, in a frank article published in a national magazine, admitted that he did not realize during his tour of Soviet Russia that the communists were making feverish efforts to hoodwink him. Wallace said it was only much later that he learned how a Communist slave labor camp had been transformed into a model village, with prisoners herded out of sight and watchtowers torn down, in order to deceive the American vice president.

### Culture Conceals Colonels

(3) *Culture as a cover.* When American audiences stood for the "Internationale" and gave ovations to the Moiseyev Ballet, we did not realize that one of the troupe named Aleksandr Aleksandrovich Kudriavtsev was carrying out his assignment as Lieutenant Colonel in the Soviet spy network. When Kozlov made his tour across the United States last year and was wined and dined by business leaders, he was accompanied by a Soviet spy named Colonel Vladimir P. Burdin, whose mission was to uncover "influential Americans whose attitudes toward world affairs fit Soviet foreign policies,

and who will work with the Kremlin on occasion." Major Sergei Zagersky, a Soviet secret police agent, was a member of the 1957 Soviet trade delegation to the United States, and another secret Red agent, who went under the name of Archbishop Nikolai, was part of the Soviet religious delegation of 1956.

How cultural exchanges are used by the Communists as a cover for their own evil objectives was explained by the distinguished British intelligence agent and authority on espionage, E. H. Cookridge, in these words: "Every Soviet football team, every athlete competing at an international sport event, Soviet scientists attending a congress abroad, the Moscow Ballet performing in a western capital or a group of Soviet artists at a film festival are invariably accompanied by special agents of the Soviet secret police."

One must go to primary sources for a realistic evaluation of how the communists use cultural exchanges as a weapon in the cold war. *Political Affairs*, the authoritative organ of Marxism-Leninism in the United States, analyzed the Krushchev visit to America last year as a great psywar victory for Communism because: (a) It created conditions favorable to the banning of nuclear tests. (b) It overcame the resistance of the United States Government to summit conferences. (c) It advanced the cause of U. S. recognition of East Germany. (d) It assured the extension of cultural exchanges, especially in scientific and technical fields. (e) It removed some of the restrictions on U. S. trade with communist countries. (f) It made universal disarmament (instead of liberation for the captive peoples) the chief subject of discussion.

### Fifty-Two Agreements—Fifty Broken

(4) *Negotiation unlimited.* The Communists look upon all international negotiations as tactical maneuvers which are useful to them whether there is any agreement at the end of the conference or not. To the communists, every negotiation is an act of war. Every peace petition is an act of war. Every disarmament conference is an act of war. In Red double-talk, a summit conference means a "submit conference."

During the last 25 years, the United States has had 3,400 meetings with the communists, including Tehran, Yalta, Potsdam, Panmunjom, and Geneva. The negotiators spoke 106 million words (700 volumes). All this talk led to 52 major agreements, and Soviet Russia has broken 50 of them. Just as a confirmed alcoholic is not cured by being invited to have one more drink, so a confirmed treaty-breaker is not cured by being invited to sign a new treaty.

During the past five years, the United States met 73 times at Geneva with the Chinese Reds to negotiate the release of 450 American prisoners. Not one American serviceman has been accounted for or released. The West spent months of negotiation at Panmunjom and finally reached an agreement not to rearm the North and South Koreans with jet planes and other modern weapons. The communists promptly violated

*Students at St. Patrick's Academy, Sidney, Nebraska, show their appreciation for the fine arts by working hard to earn their music certificates. Their instructor is Sister Rose Marie, O.S.U., whose motherhouse is in Louisville, Kentucky.*



November 1960



this agreement; then they violated its inspection clause by refusing to permit the neutral inspection team to inspect North Korean airfields. Most experts agree that any agreement for disarmament or the banning of nuclear weapons tests would meet the same fate.

The lesson of history is that communism, like blackmail, cannot be stopped by appeasement, but will retreat from firmness. Certain journalists had pressed their panic buttons in 1958 when the Chinese Reds started their psychological bombardment against Quemoy and Matsu, and again in 1959 when Khrushchev thundered his six-months ultimatum on Berlin. Our Government proved in both instances that moral and diplomatic strength will pay off with Red retreats.

### **Pipeline for Espionage and Propaganda**

(5) *Diplomatic recognition.* Diplomatic recognition is as essential to communist successes as water mains are to a modern city. It is the pipeline for espionage and propaganda and the instrument of Soviet foreign policy. The communist espionage apparatus needs the diplomatic immunity of its embassies and consulates to organize its spy system and control its agents. It needs the unbroken seal of the diplomatic pouch to transmit orders to its spies and couriers, and to receive back reports and microfilmed documents. Withdrawal of recognition from the U.S.S.R. would cut the lifeline of communist espionage and propaganda. Recognition of Red China, on the other hand, would add a major enemy base within our own borders.

The U.S.S.R. has 442 adult Soviet citizens with official diplomatic covers in the United States who can be used for espionage. This is more than five times the number of U. S. citizens serving with our embassy in Moscow. Whereas the United States hires its servants in Moscow, Soviet diplomats import all their maids, chauffeurs, cooks, etc., and they are all part of the espionage apparatus.

Colonel Oto Biheler is a classic case of how the Communists make use of diplomatic recognition. As an attaché of the Communist Czechoslovakian embassy in Washington, D. C., he used the sealed diplomatic pouch to transmit to his Red bosses not only top-secret military and atomic information, but jet propulsion materials and secret electronic tubes used in proximity fuses.

### **The Dedicated Few**

(6) *The fewer the better.* A common failing of many Americans is to judge the strength of communism by the number of persons who are members of the Party. Lenin's great contribution to communism was his principle of the dedicated few. He coined the expression "the fewer the better." He rejected the idea of a popular party, and he established the principle that no one should be given membership unless he was a professional revolutionary subject to discipline. This is the fundamental technique by which Lenin was able to establish communism with only 17 supporters and to

take over Russia with only forty thousand of them.

It is just as false to measure the strength of communism in the United States by comparing the small number of Party members with the large number of non-Communists, as it would be to measure the seaworthiness of a ship by comparing the area of its holes with the area of its hull. A few strategically-placed holes can sink the largest ship. Like an iceberg, eight-ninths of the Communist Party is underground. The cryptocommunist who carry no cards, and whose names appear on no Party records, are the most dangerous communists.

To assess the real strength of communism, one must include the non-communist organizations and individuals who will collaborate with the communists. For every Communist Party member, there may be 100 non-communists or collaborators who will do the work of the communists. Communist strategy follows the advice given by Dimitrov at the Lenin School of Political Warfare: "Let our friends do the work. We must always remember that one sympathizer is generally worth more than a dozen militant communists." This is why Pope Pius XI solemnly warned: "Communism is intrinsically wrong, and no one who would save Christian civilization may collaborate with it in any undertaking whatsoever."

The famous quotation that "Human history becomes more and more a race between education and catastrophe" is even more true in our age of communism and nuclear weapons. When authorities from Pope Pius XI in 1937 to Cardinal Cushing in 1959 officially advise us that the *chief* cause of the spread of communism is our ignorance about its tactics and objectives, it is time for all Catholics to educate ourselves about communism. We can no more save our Church from communism merely by saying we are against communism, than parents can save their children from polio by fervently being against polio. To conquer any disease requires intelligent study to isolate the germ and discover the vaccine. As the number-one killer in the world today, communism is a disease which merits our careful study.

### **Leave Discipline to Chance?**

(Continued from page 219)

books she uses that discipline problems will be offset by her pleasing personality, her good rapport, her permissive attitude. The books used by the traditional teacher were more explicit and definite in their discussions of class management.

Recently a group of teachers who knew that problem behavior had increased to the point of driving some teachers from the profession asked for in-service training to assist them in meeting their disciplinary problems (*Educational Administration and Supervision, 1957*). Perhaps giving some good principles of classroom management to the teacher while she is still in training will be equally effective.



By VERY REV. MSGR JOHN B. McDOWELL, Ph.D.

## Push-Button Tests Stifling Writing Ability?

A FEW MONTHS AGO, during a post-convention discussion session, three college professors were bantering me by making some interesting observations about the weaknesses of elementary and secondary education. There is no need to list the agenda for that informal meeting. One point, however, really did alarm me and it is this which I shall discuss. My friends maintained that far too many college freshmen were unable to devise a simple, readable paragraph. Their charge was all the more threatening because they are associated with good colleges where the incoming students represent the "cream of the crop." In each instance the college was able to select—in fact, was forced to do so—because the number of applicants far exceeded the space available for the incoming class.

Each of my friends went on to cite any number of hilarious examples of what they meant. These ranged from violations of elementary rules of grammar, misspelled words and faulty punctuation, to distorted sentences, dangling participles, malapropisms, and glaring *non-sequiturs*. It was all very humorous, except for that fact that it was true and since it was true, I found the entire discussion very depressing.

Every educator has endured such experiences. All of us have repeatedly heard that children today do not read, write, spell, or do arithmetic as well as children did years ago. In fact, we hear it so often that I am afraid it does not make very much of an impression. I think, too, that we frequently hear complaints at one level of education about the products of other levels, especially the level immediately preceding that of the critic. More than once I have heard college people complain about the products of secondary schools. Often enough they blame the lack of quality on the secondary school teachers. But the secondary school teachers know full well that it is not their fault. The deficiency is ascribed to the teachers of the elementary school. And, of course, every elementary school staff knows that all educational problems are the fault of the primary teachers, especially the first grade teacher. The first grade teacher, however, points an accusing finger at Mother, who in turn looks at Father and says, "Your child is not doing so well, dear!" And poor Dad blames it all on his mother-in-law who started the vicious circle in the first place and who spoiled the children when they were babies.

### Over-Use of Objective Testing

But my college friends did not take this approach. In fact, it was quite a different theory which they presented and one, I believe, that deserves a hearing.

They maintained that the principal reason for the

inability of their students to express themselves intelligently in writing was the overuse of objective testing. I reminded them that colleges generally were "guilty" of this same practice. After all, aside from the application blank, most admission offices base their entrance requirements on the high school transcript and the results of the college boards—on an objective test. I also mentioned that the practices of giving objective tests was not uncommon in colleges and universities. All this they were ready to admit. They maintained that nevertheless the continued overuse of objective tests at every level was responsible for this marked deficiency in writing ability among their students.

This charge is a familiar one. In these particular circumstances, the charge appeared to be more valid, more formidable, more threatening. At any rate, it aroused and stimulated my reflections on the matter, and just recently I took a few hours to review our own practices and examine the diocesan testing program and approved textbooks.

In our diocese a great deal of objective testing is required. It is a fact, too, that most of the textbooks and skill texts that are in our schools have favored objective type review and study questions. I have one of our basic texts on my desk now. A number of questions at the end of the first unit are suggested for discussion. This is oral communication. There is a series of questions on the lesson designed to discover whether the student understood the main ideas and whether he has retained the important facts, dates, and definitions. These are objective type questions. There are no questions requiring written answers in this lesson. Throughout this particular text the least emphasis is placed on written answers or summaries.

### Objective Tests Have Multiplied

There can be little doubt that the use of objective testing has increased in our schools. There are tests for every subject at every level; indeed, there are dozens of them. Last year our diocesan testing committee de-

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cided to concentrate on two fields at the secondary level in order to measure the performance of the students in those areas. Surprisingly, a dozen sample tests for those subjects were already on file in our office. A glance at the new catalogues revealed that another dozen of newer tests in these same fields was available.

Now it may well be that this transition from the essay type test to the general or almost exclusive use of objective tests has created a problem. Such problems do not come overnight. It is like secularism. Taking God out of the subject matter on Tuesday afternoon will not produce secularists on Wednesday morning. When God is gradually, casually, deleted from the subject matter—a little here and a little there, an imperceptible removal—this produces secularism. When progressively, educators develop new ways of presenting content without God—creating textbooks where God is absent—when other principles are substituted as the core of the curriculum, and when children are exposed to this subtle condition for a number of years—then there will be secularists.

Perhaps, too, this applies to the matter of communication in writing. It is a gradual process. One method gradually becomes dominant and the other method appears less convenient, and is used less frequently; then, after many years, it is discovered that children just cannot express themselves adequately in writing. Maybe this has happened. My college friends affirm that it has.

It would be interesting to know the opinion of teachers about this matter. Are they allowing sufficient time and are they providing adequate opportunity for the children to develop the ability to write intelligently?

### **Responsibility of the English Teacher?**

I cannot present any general pattern and certainly no general, valid conclusions about teacher's practices and attitudes, but an effort was made to gain at least a cursory view by discussing the problem with a few teachers. From this very limited investigation, I received the impression that some teachers feel that the development of writing ability is the particular responsibility of the English teacher at both the elementary and secondary level. "In English class I have the students write paragraphs and essays on various subjects." "Our English text requires that children write a theme every week, or every two weeks." These and similar statements have been made to me by good and trusted teachers and I am assuming, without making any extensive study, that this attitude is rather typical. In other words, there may be a general feeling among teachers that written expression is the sole responsibility of the English teacher. It may be that few teachers give sufficient written assignments in other subject fields. It may well be also that few texts require written assignments or that only a few teachers have the time to devote to the correction of such assignments for both content and expression.

### **Held Responsible for Content Only**

It may even be that some teachers do not have a natural aptitude, nor the inclination or desire to subject themselves to the labor of a careful study of such a problem. In fact, we may have discouraged them from observing and evaluating the expression, or correcting it, because many administrators insist that in social studies, in religion, in science, and in the fine arts the child is not to be judged for grammatical errors or written expression, but on content solely.

Some teachers, however, have not followed this principle. This could be a blessing in disguise. They still correct all subjects for poor expression, misspellings, and grammatical errors. Obviously, one of the blessings of objective testing is measuring one thing at a time. Does the student know the facts? Can he identify or recognize correct dates, places, and definitions?

Objective testing allows the teacher to do this. The student's facility in writing can not be nor should it be confused with his knowledge of content. Unquestionably this is important, but if other values, equally important, are neglected, then a serious problem has been created. The child must learn the facts but he must also learn to synthesize them, and must develop the skill to communicate them to others orally and in writing.

### **A Real Issue to Consider**

A real issue that must be carefully considered is involved. Possibly, a clever writer can succeed in a course without knowing as much as he should about the content. On the other hand it is possible that the good student can know the content and know it well and be unable to express it properly because of lack of opportunities to practice this skill. An example may clarify this point. Recently a local civic organization conducted an essay contest on the subject of good citizenship. I happened to be one of the judges. All the judges agreed without hesitation that one young man's essay took the honors. It was an excellent essay on the responsibilities of a youngster to live an honorable life in the community. Without delay the young man received first prize and two weeks later he was arrested by juvenile court authorities for stealing. The winner in this case was selected on the basis of his ability to write rather than for his good citizenship, although the purpose of the contest was to promote, hopefully at least, good citizenship and to reward one who excelled in it.

It is equally true, then, that the essay despite its advantages can fail to give the information we need. All of us know its many weaknesses. By the same token all of us know and appreciate the great value of objective tests. Objective testing is an essential and indispensable part of every educational program.

The increased use of the objective test, whether standardized or teacher-made, has been a blessing. The advantages are well known. If this emphasis has brought in its wake a general decrease in the opportunity for more skillful writing in every field, then the

good effect had produced at least one bad effect.

### Happy Balance Desirable

Objective testing and questioning are essential but it would seem that some happy balance must be found. Both the objective test and the essay test are needed in our schools. I should like to suggest some principles which might be helpful:

1. The use of objective testing should not eliminate all essay testing. Aside from assuring ourselves that the students know the content of a subject, opportunities must be provided for these same children to express content in an intelligent and readable fashion. Objective testing gives one sort of information; essay tests give another sort of essential information. In determining how to evaluate or to measure his knowledge of history, let us say, and his facility of expressing such knowledge in writing, the teacher must use sound judgment. She will not necessarily place both on the same level of importance, and yet she will not imply to the student that only the facts are important and that the manner of expressing them is of little consequence.

2. Teachers might well strike a happy compromise in giving review and study questions listed after lessons in the basic textbooks. Some could be used for written assignments; some for discussion; some for isolating the facts objectively.

3. Finally, it might be well to remind all teachers of this problem occasionally and to emphasize that writing skill is better developed if it is considered in relation to every subject even though the emphasis will necessarily be in the English and composition class. Good teachers will accept the fact that education means impression and expression, and expression is oral and written.

Competent teachers do give students such opportunities. Perhaps these opportunities must be increased. At any rate it may be time to think about this matter and to make a personal examination of conscience on this very point. Our college friends may have something. The answer, it would seem, is not to abandon the objective techniques. This would retard us considerably. Rather an effort should be made to attain some better balance through which the values of both the objective and the essay techniques can be reaped.

### The Home Can Solve the Problem

(Continued from page 206)

looks upon it as very important that he prove himself to his fellows and ceaselessly try for status and acceptance after the manner of his elders. Perhaps the label "shook up generation" applies to many adults.

The adolescent needs the training that only a father or a dedicated adult can give him. The great need to-

day in family life is for fathers and mothers to dedicate themselves to being genuine fathers or mothers to their children. It is too easy to cheat our youngsters, declares Father Gannon, of the real love and understanding training they desperately need. They need a dedicated adult, preferably a father or mother, "to talk to them about their interests, their problems; to teach them how to play ball, to dance, to meet people; to meet their friends, enjoy being with them at a movie, to have an icebox always full, and a basement always open in which they can have their 'rumpusses': this is what we can do for them. If we do not, we cheat them out of love and turn them away to find this need filled elsewhere. . . . They ask really for only one thing—to be loved and understood. They don't want or even need parents who are child psychologists or sociologists, but only parents to talk to, to have fun with, who are interested in them, who want to meet their friends, who take them out, who go on trips with them if they can; parents who *are* parents."

It is a large order, but it pays large dividends both to parents and to children.

### Voluntary School Aid in Britain

(Continued from page 217)

tional schools, should benefit in the rise in standards of education which all of us in this House are fully pledged to promote . . . What I cannot see . . . is that anyone could possibly gain from a badly educated Roman Catholic population.

No one, however, really expects the Act of 1959 to be anything more than an interim measure. *The Times* pertinently remarked (June 12, 1959):

As before, they receive no money for new primary schools, and indeed none for any new secondary school which may develop out of them. This suggests a certain impermanence in the new arrangements, for the logic of them is that where a church primary school population exists it is fair to make provision for a church secondary school. This is a point, however, that may be left for future attention, when the primary school in its turn becomes the centre of improvement and reform.

That suggestion has been noted.

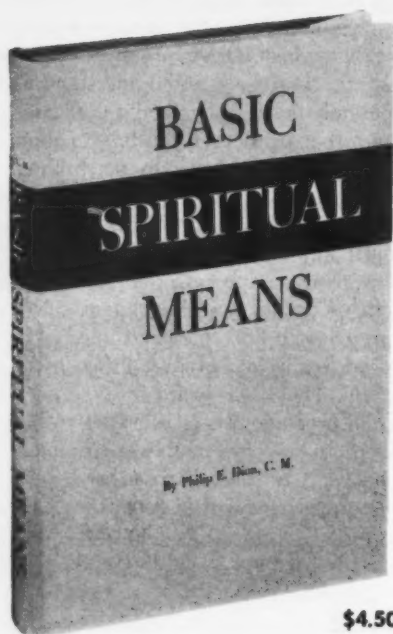
<sup>1</sup> Subsequent references to "England" should be understood to include Wales. Different systems are in force in Scotland and Northern Ireland.

<sup>2</sup> The maintained schools accommodate 6,839,478 children, of which 5,246,798 are in county schools, 936,191 in Church of England voluntary schools, 511,365 in Catholic voluntary schools, and 145,124 in other voluntary schools. There are other categories of school, particularly the independent schools, which include most of the English public schools which are of course essentially private. These accommodate nearly 350,000 pupils.

<sup>3</sup> In this account, no mention is made of the special position of controlled schools—a status intended particularly for the Church of England and adopted by them for about half their maintained schools, but declined by the Catholics as not being sufficiently denominational.

<sup>4</sup> These provisions do not apply to controlled schools.





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"As the examen goes, so goes the spiritual life," is an old theory. In actual practice, the daily drudgery of routine can cause a Religious to lead a see-saw existence, up one day, down the next. When 'feeling so low she can reach up and touch bottom,' then the temptation to abandon the particular examen becomes acutely dangerous. And this is the crisis Father Dion's detailed plan averts. The daily pin-pointing of the time, place, circumstances, motive, and action dealing with the predominant fault, which is the specific subject for the particular examen, is as definite in scheme as fire-drill practice, in order to be fore-armed for an emergency. . . .

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**PHILIP DION, C.M.**

Father Dion holds the post of Spiritual Director of the Daughters of Charity, St. Joseph's Central House, Emmitsburg, Maryland. He is a former Dean of the Graduate School, St. John's University, Jamaica, N.Y.

In addition to his two previous works, *Keys to the Third Floor* and *My Daily Union with God*, Father Dion is the author of *St. John's Catechism in Sound Film-strip*, a lesson-by-lesson portrayal of the Baltimore Catechism. He has given many retreats to Sisters, Brothers, and laymen.

# Teacher to Teacher

## ...in Brief

### DOUBLE MARKING: Means of Motivation

Sister Michael Henry, Cavanaugh, O.P.

ANY TEACHER who has studied the learning process knows well the important part that motivation takes in "self-development through self-activity." It is not always an easy task to make the children "will to learn." Although motivation is not an end in itself, it is a necessary part of the classroom procedure.

Double marking is a motivating device used successfully by many teachers. The idea is to give the child credit for the subject matter involved in the particular assignment plus a recognition of the general appearance of the paper. The top mark can be designated as the subject mark, the bottom mark is the value placed on the writing and neatness. Spelling can also be included in the bottom mark.

### No Extra Work

Some teachers reading this article might question, "Who has the time to put two marks on a paper?" Most teachers find it difficult to mark papers, it is true, but this method takes little or no extra effort. An experienced teacher can tell at a quick glance if this is neat, average, poor, or carelessly done work. After the paper has been checked for subject content the teacher is well aware of the mark the child deserves for his effort in general neatness. The results will be A/A, A/C, C/A, B/C or any number of mark combinations depending on the individual paper.

Sister Michael Henry Kavanagh teaches biology at Aquinas Dominican High School, Chicago. Her first three years of teaching elementary school in Chicago was followed by eight years in Miami. Sister is a graduate of Miami College which also conferred on her an M.S. degree with education as major.

### Improvement in Writing

Much has been said about the quality of writing done by many children in our schools. Could this be due to a lack of correlation with the other subject areas? Should writing be mentioned only in the formal writing class? This marking system is one way of keeping it before the class in every subject. It is a little stronger incentive to "Watch your writing" if the child realizes that the teacher will be evaluating it also.

### Good for Average and Slow Learners

It would be wonderful if all children could get A's in arithmetic, English, and the other academic subjects. This would, of course, reduce the value of this mark since we know God did not make everyone an above-average student. But teachers do recognize the value of a mark well earned. Children are always happy and satisfied when they see an A paper. Some children will never have this satisfaction if only one mark is given which is merited by the subject matter involved. Now children who find the subject of the assignment difficult often work at making their papers examples of their best writing. To honestly mark the paper C or D for subject content certainly doesn't help their desire for neatness grow. If C/A or D/A were placed on this same paper they would have the compensation that their work in the subject area needs more attention but they have succeeded in some way. They have rightly been given some recognition for their good writing and efforts at neatness.

### Good for Better Students

One complaint that is often mentioned regarding more gifted students is the lack of attention given

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## Teacher to Teacher—In Brief

(Continued from preceding page)

to the appearance of their paper. It is mentioned by way of an excuse that they think so fast that they end up scribbling to get things done in a hurry. Now why should his paper with perfect answers be given full approval by the teacher? How should this child be impressed that although he shows full knowledge of the subject area, he certainly has not mastered the art of good writing. Here again the double mark proves its value. A/C or A/D plus the various other possible marks

should convey this message of disapproval.

### Good as Long Term Device

Modern Americans enjoy collecting coupons. Naturally, their children share this passion for saving with a prize in view. Now this system of double marking can be used nicely to satisfy this desire. In the beginning of the year the marking system can be explained to the children. They will be encouraged to "save" all A/A papers. When a stated total of these are accumulated by the child he is eligible for a reward.

This system has been used by the author for several years with noted success in grades seven and eight. The assigned number to be collected was fifty. This is a large number and might need changing in accordance with the amount of marked papers returned by a given teacher. However, at least a fourth of the class were able to collect the prize. Some rewards that were given are:

1. No homework for a week.
2. Allow child to choose any place in the classroom—this may be for a week or longer if there is no reason to change it.
3. Allow child a first place in line for a limited length of time.

Some of these were combined and others given as sole rewards.

Since all work done by the student was considered valuable, children not capable of earning A/A in mathematics, English, social studies, or various other more difficult subjects, gained points on writing, art, etc. This procedure gave all a fighting chance.

The teacher's task in motivation is to encourage and develop cooperative attitudes, directed attention, and willingness to learn. Since double marking succeeded in accomplishing these objectives it is, in the author's opinion worth using as a motivating device.

## A SPEECH EDUCATION SURVEY


By Tom E. Wirkus, M.S.

PEOPLE IN THIS ATOMIC AGE are faced with greater needs for skills in communication than at any period hitherto known to man. The communication skills are usually thought of as speaking, writing, reading, and listening. The amount of time we now spend in speaking and listening, which through the

Tom Wirkus has taught in Wisconsin public high schools for two years, at Newman Catholic High School, Wausau, Wis., for one year, and as a teaching assistant in speech at the University of Wisconsin for one year. He joined the faculty at Wisconsin State College, La Crosse, in 1959 as an instructor in communication. He has an M.S. degree from the University of Wisconsin. He is married and has one son.

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years has usually been given less emphasis than reading and writing, far surpasses that amount of time which was spent in those same activities at the turn of the century. Concurrently, the time spent in reading and writing has decreased during the same period of years. Just to remind ourselves of the radio habit (home and auto radios), our now taken-for-granted television diet, and outdoor movies.

### Need Recognized

Some educational groups have been more concerned with oral communication in recent years, among them the Educational Policies Commission of the National Education Association which stated that speech is the basis of ninety per cent of our communication, leaving only ten per cent for reading and writing. Some individuals feel that now with the popularity of TV and motion pictures, to some lesser degree, that the ten per cent left for the written word is less.<sup>1</sup> Regardless of the specific exactness of the figures at the present time, that is, whether the number is eight, ten, or twenty per cent of our time which is now spent in reading and writing, the aforementioned material would certainly indicate a need for speaking and listening emphasis in our high schools, colleges, and universities. With some of these factors in mind, the writer wanted to stay in the area of oral communication and determine just what the Catholic high schools of Wisconsin are doing in the field of speech.

### Study of Wisconsin Catholic Schools

This particular study was concerned with the status of speech education in the Wisconsin Catholic high schools. The study sought to determine:

The Catholic philosophy of education and its relation to the teaching of speech; the present role of speech education in the Catholic high schools of Wisconsin; the role and status of speech education in the Catholic high schools compared

<sup>1</sup> Rt. Rev. Msgr. Thomas J. Quigley, "The Relationships of Reading and Listening to the Communications Arts," *The Bulletin of the National Catholic Educational Association*, 54 (Aug., 1957), 209-211.



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## Teacher to Teacher—In Brief

(Continued from preceding page)

with the public high schools as represented in "An Investigation of Curricular Speech Education in Wisconsin High Schools," by Ronald R. Allen in 1957;<sup>2</sup> and the improvement of the speech programs in the Catholic high schools of Wisconsin.

### Results and Conclusions

Questionnaires were sent to the Wisconsin Catholic high schools, including seminaries and aspirantures, and information was categorized under nine headings. The results and conclusions of the data as follows:

1. Approximately two-thirds of the Catholic senior high schools in Wisconsin, 68.33 per cent, offer one or more separate speech courses.

2. 25 per cent of the schools require all students to enroll in a separate course.

3. Approximately one-half, 49.09 per cent of the instructors of separate speech courses are speech majors and minors. 34.54 per cent have neither a major nor a minor.

4. Eighteen, 30 per cent of the sixty senior high schools, offer direct training as a part of English.

5. Two schools, 3.33 per cent, require a separate speech course and speech units in other courses. Twelve of the sixty schools, 20.00 per cent, require a separate speech course but do not provide speech units in other courses. Eighteen schools, 30.00 per cent, offer units of speech in other courses only. Ten of the schools, 16.67 per cent, provide separate elective speech courses and also speech units. One school of the sixty, 1.67 per cent, offers no curricular speech program. Fifteen schools, 25.00 per cent, offer separate elective speech courses and no units in other courses. Two schools, 3.33 per cent, have a separate speech course requirement and separate elective courses as well. These two schools offer no speech units in other courses.

6. Sixteen schools, 26.66 per cent,

<sup>2</sup> Ronald R. Allen, "An Investigation of Curricular Speech Education in Wisconsin High Schools," unpublished M.S. thesis, University of Wisconsin, Madison, Wisconsin, 1957.

## Brief

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indicated that they plan to extend their speech programs within the next two years. Three schools indicated alterations which would eliminate the curricular speech course.

7. Three schools, 7.31 per cent of the forty-one schools offering a separate speech course, allow speech to be substituted for a portion of the English requirement.

8. One-half of the Catholic high schools of Wisconsin are affiliated with speech associations. These thirty schools are associated with nine speech organizations.

9. Students have more opportunity for speech expression in one and three-act plays than in any other extra-curricular speech activity.

The survey indicates that a good percentage of Wisconsin Catholic high schools, especially the high school divisions of the seminaries, are providing curricular and extra-curricular speech activities for their students. The study shows too that the Wisconsin Catholic high schools are, by quantitative analysis, on a par with, and in many instances, surpassing the public high schools of Wisconsin in striving to advance their students in speech education.

## THE ASSOCIATION OF CATHOLIC TEACHERS

By Brother Aquinas Kevin, F.S.C.

THE HOLY SEE APPROVED the canonical erection of the Association of Catholic Teachers, in 1956, under the patronage of Saint John Baptist de La Salle. Membership in this Association is designed exclusively for secular teachers, both male and female, in Catholic, private, and public schools.

The thought behind such an association arises, first of all, from the very nature of the Church's designation of Saint La Salle as Patron of All Teachers. Since this proclama-

Brother Aquinas Kevin, now at De La Salle College, Washington, D.C., received his B.A. in English from Catholic University of America. He is moderator of the Association of Catholic Teachers for the New York-New England Province of the Christian Brothers. He taught for some time at Boys' Village and at Longfellow Private School, both in Maryland.

tion, St. La Salle's magnificent vision of the teacher as one truly chosen by God from all eternity to act as "a visible guardian angel for youth," "an ambassador of Christ and the Church," "the good shepherd who knows his sheep and calls them by name," is a spiritual heritage which rightly belongs to those teachers to whom the Church has given him as their model and patron.

The obligations of the members are threefold: first, that they remain faithful to their duties as Catholics;

second, that they recite daily the "Prayer of the Teacher Before School," and the invocation "Saint John Baptist de La Salle, Patron of All Teachers, pray for us"; and third, that they be enrolled in the Association's register at Rome.

There are also five recommended practices: frequent confession and Holy Communion, fifteen minutes of spiritual reading each day, a daily visit to the Most Blessed Sacrament, a special novena preparatory to the feast of Saint La Salle, and an annual spiritual retreat.

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## Teacher to Teacher—In Brief

(Continued from page 235)

### Purely Prayer Organization

The Association of Catholic Teachers is purely a prayer organization the aim of which is to provide secular teachers with an organization exclusively their own, an organization where men and women, drawn together by their common interest and vocation, teaching, can increase their spirit of union and inspire one another with their vocational awareness.

These ideals are to be achieved by officially uniting secular teachers under the patronage of Saint La Salle and by imbuing them with his mind and spirit through periodic selections from his writings.

As each teacher enrolls, he receives a specially prepared booklet containing a letter of welcome and an article on Saint La Salle written by the late Rt. Rev. Msgr. Charles A. Hart, professor of philosophy at the Catholic University of America, a membership card and the "Prayer of the Teacher Before School." Each quarter, a list of new members is sent to Rome to be enrolled in the official register of the Association.

### Sense of Mission

A very practical consideration for the establishment of such an association is the significant yearly increase of secular teachers on all educational levels. Teachers in public schools certainly are unable to teach religion formally. Yet, what a sense of mission and unity might they not feel in knowing that they officially belong to an association of prayer. Which of them could not profit from the insights of Saint La Salle? What profit could not pupils gain from a teacher who thoughtfully and devoutly recites the prayer of the good teacher, confronting himself daily with these words: "Thou, O Lord, art my strength . . . it is Thou that openeth to me the hearts of the students confided to my care."

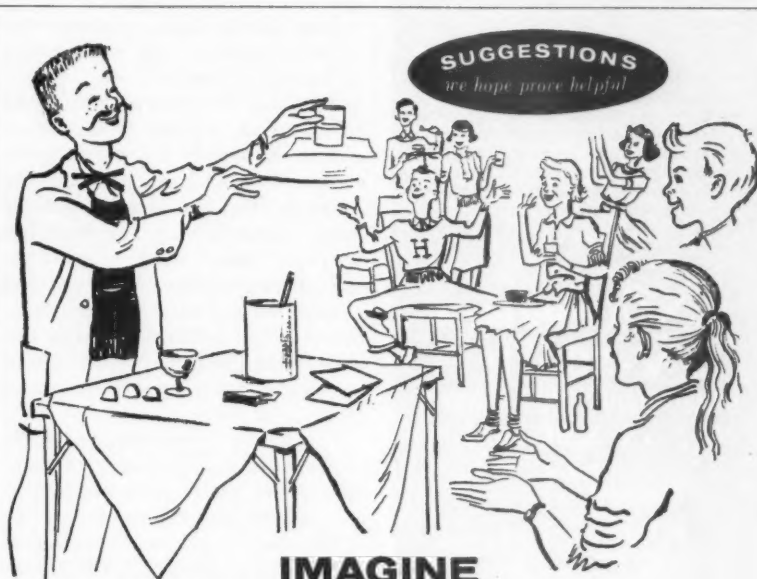
Membership for teachers in Catholic schools might well provide this particular group with the sense of belonging which they so much desire. Periodic faculty meetings in which teachers are told that they are a "great group of men" doing "a

wonderful job" is poor payment for the sacrifices inherent in their position. No one could envy a teacher who is trying to support a growing family on teachers' wages, in a school where advancement is perhaps limited by the very fact of a religious or clerical faculty.

It is through such practical means as the establishment of this Association that we priests and re-

ligious can manifest the esteem we have for our secular faculties and the great interest we take in them. Surely, in so doing, we are but following in the footsteps of St. John Baptist de La Salle, who, as early as 1687, successfully launched the first normal school for secular teachers in primary education. This interest solicitude has been main-

(Continued on page 255)



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# Book Reviews

**Safe Living.** By Harold T. Glenn  
(Chas. A. Bennett Co. Inc., Peoria,  
Ill.; pages 288).

*Safe Living* comes complete with  
a Study Guide for the students and  
an instructor's Guide.

This text is geared to the junior  
high level. It provides an abundance  
of material to make our youth "safety  
conscious" in all areas. The chapters,  
"Training for Emergencies" will be  
most valuable to help our youth live  
safely and happily.

The format of *Safe Living* is striking  
with its red and black type, its abun-  
dance of meaningful pictures and  
clever drawings. These vividly point  
up the important ideas conveyed in  
each of the chapters.

Topics for discussion, multiple  
choice, true-false statements and com-  
pletion tests are found at the end of  
each chapter in the text.

The Study Guide for the students is  
intended as a supplement or follow-up  
of the text. The completion type ques-  
tions will stimulate classroom discus-  
sion and independent thinking.

The crossword puzzles in the proj-  
ects section of the Study Guide will be  
a favorite with the students.

Health and safety credits are basic  
state requirements and this is an ex-  
cellent text to fulfill such demands.

SISTER M. CAROL, O.S.U.  
Ursuline Academy, Louisville 4, Ken-  
tucky

**Elementary French, Work-text.**  
Grades 5 and up. By Joy Humes  
(Children's Press, Inc., 310 South  
Racine Avenue, Chicago 7, Illinois,  
1960; pages 64).

This French Workbook admirably  
serves the purpose for which it is  
planned: a direct method text with a  
practical, interesting vocabulary for  
children in the intermediate grades.

Each one of the twenty lessons pro-  
vides ample material for five days  
work in the classroom. Colorful draw-  
ings illustrate the vocabulary and  
focus attention on the theme of the  
lesson. A wealth of objective type

exercises and frequent space for sim-  
ple compositions afford opportunity  
for practice and review.

The vocabulary in the back of the  
book does not list English meanings.  
It refers the student to the lesson in  
which the word is introduced. This  
pedagogical technique obliges the  
pupil to learn the word as it is used  
in context.

SISTER BENITA DALEY, C.S.J., Ph.D.  
French Department, The College of  
Saint Rose, Albany, N. Y.

**Your Speech.** Rev. ed. By Griffith,  
Nelson, and Stasheff (Harcourt,  
Brace and Co., Inc.; 1960; pages  
534; price \$4.12).

There is no argument against the  
fact that a workable speech text is a  
necessary adjunct to the total English  
program. For those educators who  
argue in favor of a full year of speech  
work, *Your Speech* is worth consid-  
eration. However, several deficiencies  
in this revised edition are apparent at  
a glance.

Most contemporary textbooks on  
speech are arranged in a similar pat-  
tern, written on a juvenile level, and  
enlarged by a wealth of pictures and  
line-drawings that do nothing to de-  
velop the art of thinking and speaking.

*Your Speech* continues along the  
main stream of this branch of lan-  
guage skills. It might well be called  
the "how to" book, for each chapter  
title begins with those words: How to  
introduce others, How to converse,  
How to use the telephone—and on  
through twenty-five chapter titles.

The language, even for a ninth  
grade student, is elementary in its sim-  
plicity. In the letter to the readers,  
the authors condescendingly say, "You  
may have noticed that this is a big  
book..." We could hope for more  
adult treatment of language to intro-  
duce high school students to adult  
living.

There is a plethora of pictures and  
of line drawings, most of them ridicu-  
lous. The main section of the text, 487  
pages, contains illustrations on 141  
pages. With no detriment to the pur-



pose of the book, many of these illustrations could be omitted.

On the credit side, there is much to commend this text. From the technical standpoint, the type is excellent, topics are well arranged and pointed up with heavy type. Every chapter is followed by a quiz, by suggested class activities under the heading Speech in Action, and by additional things to do, entitled Going Further.

Part One deals with Speech in Everyday Life. Chapter 4 of this section, How to speak in class, contains outlines that will be helpful, either in a separate speech class or in an English classroom, for the presentation of that necessary evil, the book report.

Also commendable in the same chapter is the evaluation of progress in classroom speaking. Students will learn to be critics of others and, inversely, of themselves.

We as teachers would have bridged a considerable gap if we could teach our students the practice of Chapter 6, How to listen. There is a sub-section here on the topics of slanted speech and faulty reasoning, both of them pitfalls to be considered in the speech program.

Part Two, Tools of Speech, contains

practical chapters on the subject of the use of body in speaking and three on improvement—of voice, of diction, and of vocabulary.

There are seven chapters in Part Three, Original Speech, and these comprise the most important section of the text. They are the reason for a speech book. Topics included under the general heading are discussion, preparation and presentation of a speech, speaking on special occasions, interviews, conducting a meeting, and debating.

Part Four deals with the various areas of Interpretative Speech: how to tell a story, to read poetry and prose aloud, to read in chorus, to act in a play, to put on a play, to take part in television, and to take part in radio.

The space given to this section seems to be out of proportion to the function of a speech textbook. Students of speech need to concentrate on the skills considered in Part Two and Three, yet these two sections are given less space than Parts One and Four.

SISTER MARY ADOLORATA, O.S.M.

Holy Name High School, 2904 N. 45 Street, Omaha 4, Nebraska

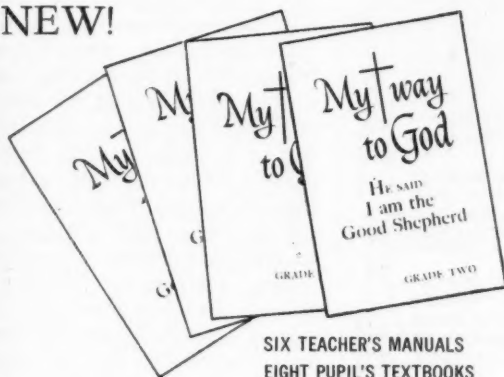
**First Plays for Children** (A collection of little plays for the youngest players). By Helen Louise Miller (Plays, Inc., 8 Arlington Street, Boston 16, Mass.; pages 295; price \$4).

This collection of twenty-six short, varied and lively plays, written by a gifted playwright, will be welcomed by teachers, librarians, and leaders of church, school and club organizations. The plays were written for the youngest age groups to enjoy and to produce successfully. They contain that "spark" of fun and enthusiasm which will appeal to the imagination and interest of young players. The book includes plays for special occasions, seasonal and patriotic holidays and dramatizations of everyday learning experiences such as thrift, courtesy, mailing a letter, and plays for fun—"cowboys" and "Indians."

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book give explicit directions as to the characters, playing time, costumes, properties, setting and lighting. Playing time is brief, varying from 10 to 15 minutes.

Children in the primary grades will find great happiness in staging performances of these original and exciting dramatizations. Audiences will chuckle as well as marvel at the creative ability and imagination displayed by the young players who portray familiar storybook characters.

SISTER MARY EMMANUEL, R.S.M.  
St. Mary High School, Dover, N. H.

#### Administering Audio-Visual Services.

By Carlton W. H. Erickson (Macmillan Co., N. Y.; pages 479; price \$6.95).

Intended for graduate students who are preparing themselves for leader-

ship in the audio-visual instructional materials field, this text is a substantial handbook for program coordinators, soundly based on the author's twenty-five years experience of solving problems in the audio-visual field in many capacities. Principals, school superintendents, and curriculum specialists will be gratified to find this helpful book written with their special needs in mind.

Since a specialist is needed in every system if the audio-visual program is to be carried out with maximum efficiency, the author is intent upon developing such a specialist and preparing this director of the program to teach the others in the system. This can not be done in one easy lesson. The author proposes the steps for involving all the school staff in a steadily increasing knowledge of the skills to be acquired for fruitful activity as well

as in an awareness of the potentials for creativity.

The author in succeeding chapters defines the director's role as an executive, a supervisor, an audio-visual specialist, and as an equipment technician. One of the first essentials for a fully functioning program is adequate leadership. The author shows how such a director can help provide a continuous, effective, inservice program. He has to function as a valuable member of the curriculum improvement team.

The author discusses the acquisition of materials and equipment, budgeting for audio-visual expenses, expanding the audio-visual center services, public understanding and support, and systematic evaluation. Numerous diagrams and photographs add graphic value. Use of TV and motion pictures is treated in detail. Solutions to local problems enrich this rewarding text.

NAOMI GILPATRICK

**Norms for the Novel.** By Harold C. Gardiner, S.J. (Doubleday & Company, Garden City, New York, 1960; pages 166 with check list of books mentioned; price \$2.95).

New and completely revised, *Norms for the Novel*, by Harold C. Gardiner, S.J., America's learned and outstanding Catholic critic, comes like a refreshing rain on the hot desert sands. Its study of the bearing of morality on the novelist's art and the objectives of that art provides principles for every phase of the literary world: university, high school, home, book club, convent, and monastery. In fact, anyone who reads novels will profit by reading, re-reading, studying and applying the principles found so simply yet so profoundly, so logically and so interestingly unravelled in the three sections of Father Gardiner's book.

Clarifying the point that "it is the book that is subject to judgment and not the author, save insofar as he reveals himself in the book," Father Gardiner states that "the absolutely basic norm, for both the critic in his approach to the work, and for the reader in his appreciation of the work and criticism of it, is the norm of objective charity."

Concerning the treatment of sin, Father Gardiner states that "if sin is discussed or portrayed in a story, it must be recognized for what it is . . . It is when a character slides from one



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moral lapse into another without the least suspicion of evil in his actions or their consequences and without the slightest twinge of uneasiness, regret, or remorse, that we have to condemn the book in its portrayal of nature."

Concerning the punishment of sin, Father Gardiner says that "Sin need not necessarily be portrayed as punished in a specific story . . . insistence that punishment must always be meted out in the story betrays a mentality that is basically materialistic, because it conceives that this world is, after all, the neatly bounded and all-encompassing arena of human actions . . ."

Father Gardiner uses many examples of up-to-date writers whose characters are involved in sin, such as Graham Green's "Scobie" in *The Heart of the Matter* and "Sara" in *The End of the Affair*. He discusses morality in such works as *From Here to Eternity*, *A Tree Grows in Brooklyn*, and *Lady Chatterley's Lover*. He concludes this discussion of Part I with his 2nd general principle to guide critic and reader: ". . . sin, though recognized for what it is, may never be so described as to become a proximate temptation to sin for a normally well-balanced reader."

Part II covers the fine distinctions between realism and naturalism using many familiar characters in recent novels as examples. The philosophy in this section will be welcomed by all teachers and students of literature.

Part III discusses the principles dealing with the function of literature. Father Gardiner maintains that "Catholic literature is to be a channel for the deepening of charity." This final section is, in itself, an example of everything Father Gardiner says literature should be. It is fundamentally religious; it challenges; it inspires.

*Norms for the Novel* is the work of an artist, critic and philosopher; it is the work of one who has penetrated deeply into the true purpose of literature, especially the novel. It is a book one can scarcely do without if one is concerned in any way with novels.

SISTER M. HARRIET, O.S.F.  
Charleston Catholic High, Charleston,  
W. Va.

**Four Novels for Adventure.** Edited by Edmund Fuller and Olga Achtenhagen (New York: Harcourt, Brace and Company, 1960; pages 683; price \$3.36).

In one volume these four novels of

adventure offer to the reader a quadruplet of stories depicting remarkable experiences each of a different but nonetheless exciting theme. By their very nature, adventure stories spotlight a hero or a heroine; the authors of these novels, too, have portrayed central and enduring characters. The explanatory *Afterword*, *Study Questions*, *Glossary*, and *Footnotes* enhance the value of this book and make it a fine school edition.

*Kidnapped* by Robert Louis Stevenson is a great tale of adventure involving eighteen year old David Balfour

who sets forth "to seek his fortune." In addition to finding out what happens to him, this story written in the first person makes the reader see the breath-taking incidents of the narrative, together with the people in the story, through the eyes of the hero while he struggles to recover his inheritance.

*Les Miserables* by Victor Hugo and abridged by Olga Achtenhagen concerns the extraordinary and strange adventures of Jean Valjean, an escaped convict, against the background of turbulent France of the early nine-

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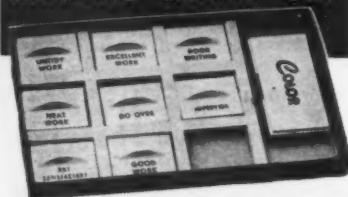


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teenth century. An unexpected kindness from a Bishop entirely converts the criminal heart of Jean Valjean, but a merciless officer of the law continues to hound him. Within the main plot, the adventures Jean Valjean meets in his remaking, there are a number of sub-plots. The late developing plot of the love story of Marius and Cosette, the adopted daughter of Jean, furnishes a romantic and lighter touch to the grimmer aspects of the main plot of this tremendous story.

*Messer Marco Polo* by Donn Byrne. This novel, told in the tradition of the old storyteller by the strange man Malachi, takes the reader on an adventure with the young Marco Polo from the Queen City of Venice of the thirteenth century, on the path of the Crusaders, then across the terrifying Gobi Desert to the mysterious kingdom of the great Kublai Khan. What lures young Marco Polo there? Tales of Tao-Tuen or Golden Bells, the exotic and beautiful daughter of the Kublai Khan. Although his intent was to bring her the gospel of Christ, he succumbs to the beauty and charms of Golden Bells who in turn sees in Marco all that she failed to find in countless oriental suitors. Golden Bells and Marco Polo marry, but seventeen years after he had come to China and fourteen years after Golden Bells dies, he returns to Venice.

*Green Mansions* by W. H. Hudson. The setting for this fantastic tale of adventure is the lush forest wilderness of southern Venezuela. The tone of the story is established so realistically at first that one is well into the heart of the plot before he realizes that the story is the result of the creative imagination of the author. Into this strange dream world, predominated by Rima, the lovely forest girl, comes the young lad Abel who in seeking to unravel the mystery of his beloved but ethereal Rima, encounters strange and dangerous adventures.

**SISTER M. XAVIER, O.S.U.**  
Principal, St. Patrick's Academy, Sidney, Nebraska

**Philosophy of the State as Educator.**  
By Thomas Dubray, S.M. (Bruce Publishing Company, Milwaukee, pages xii, 237; price \$5.95).

In our day and age of exploding population growth and increasing educational consciousness, serious minded people, concerned not only with the present but also with the fu-

ture security of our nation, naturally raise questions regarding the agents of education, their rights and responsibilities. Much has been written on the subject. Yet, despite the plethora of educational literature, it would be difficult to find clearer, more succinct, and scientifically precise presentation of the state's role as educator than is found in Father Dubray's *Philosophy of the State as Educator*. In fact, this reviewer is convinced that, after attentive perusal of this carefully documented volume, the reader will be inclined to ask himself how he survived so long without it.

The book, originally a doctoral dissertation, is a tribute to the high caliber of scholarship typical of the department of education of the Catholic University of America. Treated under four headings, its scope includes every major aspect of the state's relationship to education: *Philosophy of the State*; *The State as Educator*; *The State and the Primary Educators*; and *Educational Duties of the State Towards Itself and the World*.

Taking the natural law as its point of departure, Father Dubray, with impressively convincing results, analyzes objectively each of these major aspects from both a philosophical and legal standpoint. Moreover, he does not confine his study to the American state alone, but carefully surveys the question and how it is dealt with in various foreign nations of the Old and New World, citing policies from which we have much to learn, particularly in the area of distributive justice.

In a word, this is an excellent book, a noteworthy contribution to educational literature, which should be not only required reading in courses in Philosophy of Education, but also highly recommended to all who are directly or indirectly concerned in the complex problem of education.

**MOTHER M. BENEDICT, RSHM, Ph.D.**  
Chairman, Education Department, Marymount College, Tarrytown, New York

**Advanced Course for Catholic Living.**  
By Sisters, Mission Helpers of the Sacred Heart (Our Sunday Visitor Press, Huntington, Indiana; pages 194; price \$1.75).

The last year of an excellent course in religion for high school students has recently come to my desk. Though the whole series of *Advanced Course for Catholic Living* "is designed to meet the fundamental needs of Catholic students attending public high schools,"

it should certainly also prove "a practical framework on which to draw up daily lessons in religion."

Book IV should be of special interest to teachers of religion who are searching for practical helps in developing Catholic apostolic leaders. Although this is not accomplished in any one grade, what better time than this last year in high school to crown, solidify, and orientate the foundations previously laid?

That the authors understand youth is evidenced by the integrated structure of the four-year course which appears at the beginning of this volume: Book I treats of Man As an Individual, in his relation to God, and draws from the principles of psychology, logic, and theology. Book II deals with Man in Society and his relation to God, and builds on the fundamentals of sociology, theology, and church history. Book III specializes in Man's Moral Code through the teaching of ethics and the application of moral theology. Book IV, finally, shows Man—A Catholic leader and concentrates on the doctrine of the Mystical Body. Emphasis is given to Catholic Action and leadership.

Even a quick perusal of the topics covered in the twenty-two lessons manifests that here is the very practical help teachers are looking for in order to train our youth for apostolic leadership; to give them the "clear principles, personal courage, and an unbreakable union between religion and life," called for by Pope Pius XII in his "Address to Young Men of Catholic Action" in Rome, Dec. 8, 1957.

This book, intended for the teacher, contains a number of added helps: suggestions for conducting student forums; suggested forum topics; bibliography of helpful reading for the student. Following the regular lessons of the 4th year, there are four lessons devoted to the vocation of marriage, and three to the development of spiritual reflection. Finally, apostolic activities which can be pursued immediately, and in their approaching out-of-school life are "spelled out" for the youth.

As in the preceding three years, the student's text to accompany this teacher's manual takes the form of a New Testament and the *Student's Memo Pages*, the latter also published by Our Sunday Visitor Press. The *Memo Pages* contain a concise summary of the day's lesson, scripture references, and suggested activities which are modern and practical. Space for individual notes encourages

a spiritual diary, in line with adolescent development.

SISTER M. JUDITH, M.H.S.H.  
817 Bluff St., Pittsburgh

**Washington and the Revolution.** By Lynn Montross (Houghton Mifflin Company, Boston, 1959; pages 176).

"Lynn Montross is recognized as one of the best informed historians ever to write on the American Revolution," states the general editor of North Star Books regarding the author of *Wash-*

*ington and the Revolution*. This juvenile historical biography factually reports the war for freedom in the manner of a commentator on the battlefield.

That Mr. Montross "spent hours walking over such old battlefields as Bennington, Saratoga, and Yorktown," and has authored two previous books on the Revolutionary War is evident from his highly documented account.

Washington minus sentimental propaganda is presented to young readers. He is shown as a man of whom "several prominent patriots wrote letters

(Continued on page 255)

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# AUDIO VISUAL EDUCATION

THE CATHOLIC EDUCATOR is the official publication of the  
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## How A-V Aids Make Teaching and Learning Easier\*

By Sister M. Emmanuel, C.S.J.

MY MOTHER WAS A TEACHER, as am I. Her first school was a weather-beaten frame building that shivered in the prairie winds a few miles from the site of one of the first relay stations for the west-bound Pony Express. But the poetic pounding of horses' hoofbeats in the memories of the older pioneers was all that was left of that adventuresome period when Mother opened her first textbook and looked out past its pages into the expectant eyes of thirty-one pupils whose ages ranged from five to nineteen. At mid-term that first year there was an exciting new date in the copybooks which read: "January, 1900." Neither the students nor their teacher realized then what changes the new century would bring in living and learning.

In my mother's classroom there was a blackboard which it was her responsibility to keep blackened. She had a globe, not too distinctly graphic, but it served, and along one wall a board was fastened on which the best of each student's work was posted. There were no files with colored pictures waiting alphabetically for a bulletin board committee to take them out for viewing, but my mother did possess a few prints garnered from women's magazines of the day; colored photography had yet to lay its gift of recorded beauty on her desk. There was also a sand table in the corner of the room where younger children created scenes from story book villages complete with small artistic carvings, the product of a gifted farmer's winter-freed fingers,

while the older students fashioned continents and landscapes of Concord, Gettysburg, and San Juan Hill where Teddy Roosevelt, the idol of the day, charged with his leaden soldier cavalry.

I never saw my mother's classroom; I only heard of it when I was young. On rainy days or darker evenings we children learned many things as it was made to come alive for us. Yet, it was nothing that I have mentioned here that attracted us as much as two other teaching aids her classroom held. My mother had a stereoscope and a magic lantern.

### Oh, That Magic Lantern

Oh that lantern! How its light must have gone out into the corners of every home cradled between the wooded hills of that early-day, eastern Kansas. My own young years were made more radiant by its afterglow. Today, after almost twenty-five years of teaching, many of the pictures of flowers and fauna, of places and happenings are those imprinted by the retold stories that were first projected on a white sheet hung carefully behind a teacher's desk almost sixty years ago.

When I began teaching in the mid-thirties I found a different group of pupils than my mother taught; they were children who could not remember a time when there were no radios. I have been privileged to teach the children of some of those who were in my classroom a generation ago; these later students are delightfully different from a teacher's point of view. Today's average children are interested in almost everything, and there are few subjects or places a teacher can mention that do not bring a light of recognition to their eyes. Teachers do not have to stop so often today to explain the "concrete," and the exposition of the "abstract" is made easier because of mental concepts already possessed through knowledge received outside the classroom in some audio-visual way.

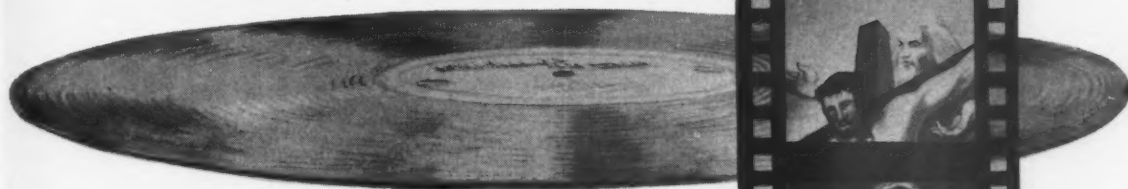


Sister M. Emmanuel, C.S.J., is teacher of intermediate grades at St. George Consolidated Public School, Bourbonnais, Illinois. A graduate of Marymount College, Salina, Kansas, Sister has been a teacher of intermediate grades in Kansas, Nebraska, and Illinois for more than twenty-five years.

\* This article tied for third place in an Audio-Visual essay contest conducted this past Spring by Viewlex, Inc.



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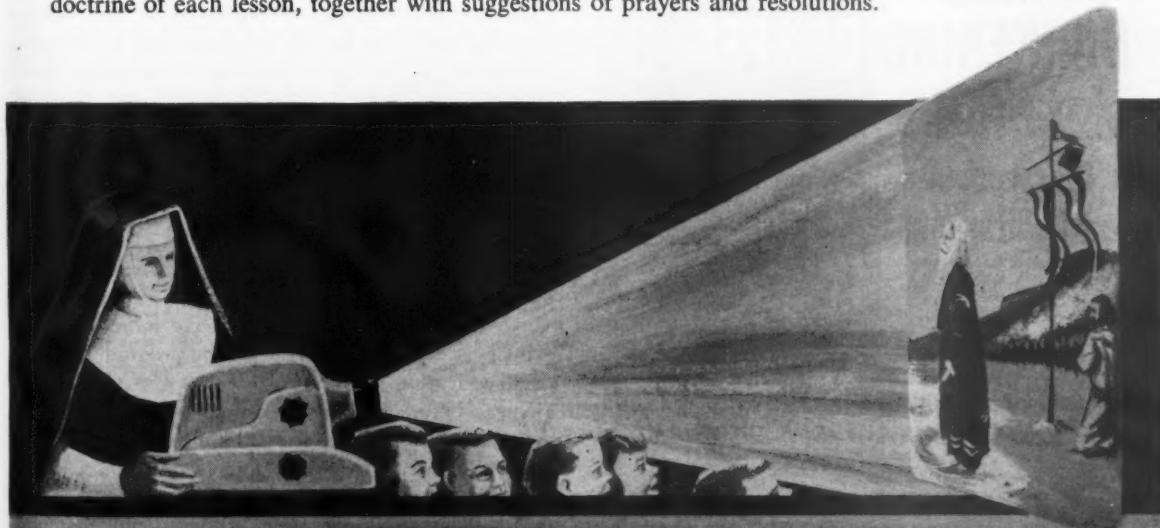
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We teachers are detained in our teaching not so much by listlessness that must be stirred awake, or understanding that calls for enlightenment, as by eager hands begging permission to tell what has been seen or heard, or to ask some question on the "why" or "how" of things. Children are more ready than yesterday's children were for guidance into a world of reading and intellectual exploration because of modern communication developments. This has happened so swiftly with the advent of TV that many of us are still marveling.

### A Motivating Source

Television is here to stay and the school has only begun to use its vast potentialities for learning, and to bring into the classroom other audio-visual tools which employ the techniques and attraction it offers. The returns of teacher-surveys throughout the country in the past decade have shown that teachers who have experimented with the educational possibilities of TV have found it a motivating source for classroom discussions, assignments, and reports, as well as material for outlining, encyclopedia research, and dramatization. Teachers on both the elementary and secondary levels who have reported advantages from using the informational and musical programs, have long recognized that through these programs they have been given unique opportunities for wielding one of their greatest influences and responsibilities, that of helping to form the evaluating and discriminating powers of their students.

Dr. Ernest C. Melby of Michigan State University, a veteran educator of almost fifty years, in an address to the elementary and secondary teachers of Kankakee County, Illinois, on March 14, 1960, emphasized the fact that education today must not be the vertical teaching and training of the past, but a horizontal movement outward into all areas of learning. There must be simultaneous growth on all levels that will keep step with the student's growing and changing knowledge that is being brought about by rapid social and scientific evolutions the effects of which, because of our modern system of communication, are being felt even in remote rural communities. The challenge contained in Dr. Melby's statement would be overwhelming if we had only the traditional tools with which to work. Fortunately we have more than that in the ever expanding and deepening program of audio-visual education.

Never before has the classroom been the scene of such varied activity and in such limited spaces of time. There are extra-curricular subjects my mother never dreamed of which take sizeable chunks from our teaching day. It is not mere "student-load" that confronts us, but "content-load" as well. The solution of both of these problems, if we are not to sacrifice depth to extension, is to be found in great measure in the use of the commonly accepted teaching tools in correlation with the more modern devices that research

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and industry have made available, aids which are presenting us with a stirring impetus to better, richer teaching.

Today's teacher does not use less time in preparing for a class, but often less time can be spent in pupil orientation because of the student's pre-knowledge acquired through past experiences, many of which are derived from some type of audio-visual aid. We cannot afford to overlook this situation if we do not want classes of bored, frustrated children. Even if our students had not been "TV conditioned" there would still be need and place for audio-visual aids in the classroom of today and tomorrow because of the efficiency and facility they offer.

Please do not misunderstand me. I like to think of myself as a teacher of the "old school." I believe in phonetic training, in concentration on reading and study habits, and all the skills needed to express a thought legibly and coherently. I believe in "drill" with a capital D, but drill that is permeated with enthusiasm and "know-why-you're-doing-this" for both teacher and student. To present, supplement, and enliven this drill, I know of nothing better or more easily applied than audio-visual aids, those devices that are offered us which make use of the eye and ear to facilitate the transferral of a word or concept from its cold, often meaningless "verbalism" into a living idea within a human mind.

If we were to compile the findings of every alert, conscientious teacher as to the use of any one of these

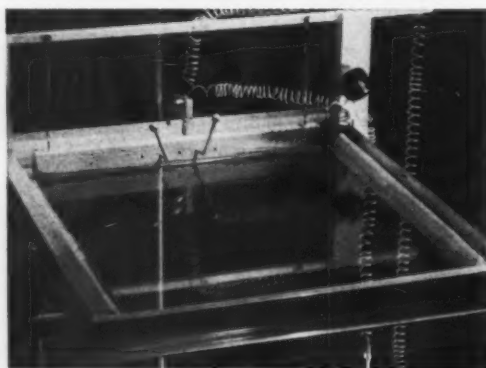
tools, a book would be needed to hold the data. A few pages cannot do justice to an instrument which offers such manifold uses; only suggestions for its potentialities in teaching the "whole child" can be given. Each day, somewhere, in some new way, through the ingenuity and versatility of individual teachers, untapped ways are discovered for employing the dynamic techniques that A-V tools make possible, yet large areas of experimentation lie waiting here for advanced and experienced students in the work of education.

### Take the Tachistoscope

Increased tools with which to work do not lessen teacher responsibility, but they often increase acceleration and retention of learning, a factor which for most teachers is synonymous with an "easier" teaching-learning set-up. Take, for instance, the tachistoscope, a relatively less used visual aid, often associated with remedial reading and the development of "eye span" and "left to right reading progression," as well as more rapid word and phrase recognition. This instrument can be used in other ways: Mathematic teachers find it a splendid aid in intermediate grades for drilling basic number combinations and fractional-decimal equivalents, while older students appreciate it for review in identifying geometric figures and their formulae, and more comprehensive formulae of differentials and integrals of calculus. Science classes profit from drill on such basic content material as chemical

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School Master 750 shown with accessory rewind take-up and semi-automatic slide changer.

**SCHOOL MASTER\* FILMSTRIP AND 2x2 SLIDE PROJECTOR.** Brilliant screen images make the School Master ideal for larger audiences. No costly room-darkening devices are needed. This dual purpose projector uses filmstrips or 2" x 2" slides. Easy to change from slides to filmstrips. No tools needed. Also available is a complete line of accessories that increases the use and value (but not the basic cost) of the School Master—making it one of the most flexible pieces of equipment in your instructional aids. 500 watt and 750 watt manual or remote control models from \$84.50.



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**GRAFLEX AV RECORD PLAYER.** Designed for your classroom requirements! Light in weight—sturdily constructed—compact and dependable. Every feature contributes to a long, satisfactory life of audiovisual operation even in the busiest day-in, day-out program! The Micro-Balanced Tone Arm reduces record wear. Astatic Power Point Ceramic Cartridge with two long life sapphire needles keep your records sounding new . . . assure exceptionally fine reproduction. 4-speed floating turntable. Handles all size records up to 12". Two models, from \$49.95.



Classic PM Tape Recorder

*Classic* **PROJECTOR-MASTER TAPE RECORDER.** The Classic PM (Projector-Master) Tape Recorder has a self-contained electronic sensing device that records an inaudible signal on the tape for automatically advancing filmstrips in School Master remote control projectors. Using the proper adapter cord, the Projector Master can be used with any remote control projector. Ideal for those lessons that require both the sight and sound combination for an effective classroom program.

Features push-button operation, built-in tape splicer, two speakers plus high frequency extender, sturdy carrying case, and latest safety wiring. \$249.50.

Model AV-5 (\$219.50) has all the above features except the automatic electronic projector control.

\*Trade Mark. Prices subject to change without notice. For information contact your Graflex AV dealer or write Dept. CE-110, Graflex, Inc., Rochester 3, N. Y.

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symbols. The tachistoscope has even found its place in the foreign language class where it has provided worthwhile practice in vocabulary and drill on case and tense endings.

### **Less Limited Is Opaque Projector**

Less limited in scope is the opaque projector which has been used successfully for teacher-demonstrations since it first became available for the ordinary classroom. But there are teachers who have found in this tool even wider possibilities for reaching helpfully into the lives of individual students. Children of today more than ever before need to be articulate. This is especially true of the superior student who excels in leadership and talent. Panels of students working together can utilize A-V tools effectively for their own development and to the advantage of an entire class. The opaque or the overhead projector lends itself to this type of activity because it offers opportunity for adapting student-created and student-organized material to the curriculum. Often a tape recorder is used to supplement this aid. Artistically talented children have found in opaque projection an outlet for their growing ability to depict the beautiful. Illustrations of fables, myths, and folktales (to mention only one area of expression), drawn by older students and projected for lower level viewing can be an incentive to the gifted child, and a source of inspiration to the younger students.

The "below-average achiever" can also profit from using this type of projector. Take the case of Tony, a seventh grade pupil who cared little for reading and less for spelling chiefly because he saw no sense in either. He was interested in many things that did not require these skills, and if he had extra time he spent it on drawing. But when he was chosen to make sketches of flower parts for the projector demonstration, and it was understood that he would explain his own work, he began checking books from the library. "If I'm gonna show the pictures," he told his teacher as he left one night with an unfamiliar load of books under his arm, "then I have to know my stuff and I gotta spell the words right on the drawings."

### **Gains in Reading Ability and General Interest**

Later in the year when the class was studying engines Tony volunteered to do the sketches for the projector demonstration, and in searching for easy sources of information he "discovered" *Popular Mechanics*. For days he toiled, his fingers plodding back and forth across the print of that "wunderful mag." Old copies were found and he read them; then he bought new ones. His interest in the literary world never developed but there was a definite gain in reading ability and general interest. Today Tony is able to read anything he wants to read, and he spells well enough to communicate with others in writing. In a letter recently to one of his old teachers he wrote: "You show

me once how good are books. They tell me what to say when I put the pictures on the screen for the kids. The words on the page lots of time since tell me things I have to know. My kids they got the books. I see they get the books and read."

If there were only one Tony in the world, the purchase of the opaque machine in his school was worthwhile, but the "Tonys" who are literate because of a need which arose in their school life are increasing in number, and for not a few of them it is some intriguing situation created by an audio-visual aid that is responsible.

### **Science Demonstrations for a Group**

Since science has been given an important place in the curriculum of even the elementary classroom, there is need for devices which will make demonstrations available to a group with a minimum of time and outlay of material. The science projector, a comparatively inexpensive aid, enlarges in color on a screen such phenomena as magnetic and electrical activity, chemical and electrolytic changes and even the dissection of delicate organisms.

I would be among the first to protest the use of such a tool as a substitute for individual study and research, but teachers of science will bear me out that there are times when such an instrument would provide more efficient preparation for individual study and more comprehensive culminating procedures. Instructors whom years of teaching have conditioned to normal "lab" responses are delighted with results achieved by this tool, which is also used in conjunction with the microscope.

### **Usefulness of Micro-Projector**

I saw the usefulness of the micro-projector demonstrated in a biology class where the students were studying the amoeba with live slides. One of the students had in focus a fine specimen in the process of fission. The teacher switched on the projector, set it in position over the favored microscope, and the class had a re-magnification of an already magnified one-celled animal. The process completed, the class returned to their own instruments more ready to appreciate and study what they would find there.

There is another aid which by its aural appeal does much to develop the habit of good listening, a skill which must be learned. Apart from the teacher's own voice, the medium involving both the educational and the entertaining which is best suited to accomplish this important work is the record player. Young children learn to focus attention pleasurably by listening to records which call for the identification of familiar sounds, those heard in the home, or on a busy street and those other less noticed, but often more beautiful ones which are part of Nature's song. Johnnie can learn his multiplication tables from records if some other audio-visual means has not already done the job, he can also develop phonetic and grammatic sense. If h



is fortunate to attend a school where he may learn a language other than his own, it will most likely be through the use of records and specially edited filmstrips.

### Power to Awaken the Imagination

The teaching of literature is linked with the record player, for it is through the ear that the beauty of the world of words is discovered. Myths, folklore, poetry, as well as every other type of literature for children as retold on records have power to awaken the imagination of the student, so that, step by step, he is led to the deeper, wider, personal interpretation of the "concrete" within the mental structure of his own conscious being.

Older students are enthralled by the imagery of a classic story or poem, the beauty of which is highlighted by a narrator worthy of the work because of the resonance, articulation, and expression his voice brings to it. Children are imitators and often if they hear such records their own speech improves. Even teachers on secondary and college levels have learned to enliven their language and literature classes with records which serve to intensify interest and out-of-class reading.

Much has been done in the area of musical records which the regular classroom teacher utilizes. Learning to love the beautiful is a gradual process, and while the ease with which the power of appreciation is developed depends in part upon the resources within the teacher and the individuals that make up the class, growth in appreciative, as well as intelligent listening can be accelerated by a wise use of the record player. Listening to stories recorded with musical accompaniment and sound effects, if well done, not only helps in the visualizing of moods and motifs, but also facilitates understanding of compositions where only the music tells the story. Participation in free interpretative movement to such recordings as dances from "The Nutcracker Suite," and dramatization of selections, as for example, "The Sorcerer's Apprentice," are also steps toward the enjoyment of good music.

The record player is an essential in the modern classroom not only from an educational and cultural point of view, but also because of its therapeutic value. A soft background of good music while children are engaged in creative projects exposes them to better kinds of music under happy circumstances, and helps to lessen the tensions of those students who must be classed as "emotionally disturbed."

### The Tape Recorder

Closely associated with the record player is the tape recorder which has already been mentioned in connection with student demonstrations employing the opaque and overhead projectors. Educators are watching with interest the outcome of government grant experiments where tape recordings are being tested as

a substitute for the teacher with individuals and groups on the elementary level. No tool will substitute adequately for a teacher, but in some of our over-crowded classrooms such tape-procedures have already facilitated the teaching-learning process. Students who have access to tape learn more easily how to improve their style of creative writing, oral reading, and public speaking. Elementary teachers of the language arts find tape especially useful in recording oral book reports, absentee recitations, materials that have been memorized and even drill sheets containing vocabulary or word recognition drills, which can be checked after class hours, leaving the teacher free during the

The KEYSTONE Standard Overhead Projector is the Most Widely Used because it's

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The Keystone Standard Overhead Projector is designed for the projection of Transparencies, Standard (3 1/4" x 4") Lantern Slides, Polaroid Slides, and Hand-made Lantern Slides or, with appropriate accessories Tachistoscopes (4" x 7"), 2" or 2 1/4" Slides, Strip Film, and Microscopic Slides.

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In the Science Category with appropriate units of slides in Physics, Biology, General Science, Health, Hygiene, Physiography, and Elementary Science.

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school day for more vital work. In those schools where foreign languages are being taught, teachers are enthusiastic about the possibilities of tape recordings and the success of the language laboratory.

Moderators of school clubs can often give more thought and time to coaching drama students and speakers for debates by reviewing taped material. Timing of programs for assemblies is made easier with tape, and there is opportunity for more careful "cutting" of plays and programs when it is used. A permanent tape containing the contributions of an outstanding guest speaker is a valuable addition to an audio-visual library. Presidential and campaign speeches on tape serve not only to provide excellent matter for discussion in civics classes, but also may be used to train students in critical listening and thinking. Some teachers use the tape recorder when preparing filmstrips for presentation. The new colored tapes which are easily spliced are a helpful indicator where there is need for quick identification of different parts of a recording.

Special students in science, working on Science Scholarship Award experiments or reports for the Junior Academy of Science have borrowed from the modern surgeon the idea of recording their procedures and findings as they occur during experimentation, leaving until later the permanent, more accurate write-up of the data as taken from tape.

Children afflicted with stuttering or some other psychological impediment to speech often are able to speak more fluently on tape, especially if attention is diverted from them while they are speaking.

## Time-Saver in Other Ways

The use of tape can be a time-saver in other ways. If teachers who are privileged to work with student-teachers tape "briefings" for them, they will add minutes to their teaching day and lessen the possibility of unwanted disciplinary problems arising while they confer in the classroom. This also applies for substitute teachers. Questions and information left for the regular or master teacher also make for more coordinated accomplishment without the loss of time. Teachers appreciate administrators who prepare tapes to be used over the public address system at periods convenient to the various classrooms, rather than as an interruption to the regular schedule.

Only years of experimentation with tape will develop this teaching tool to its fullest capacity. It is not beyond the realm of reality to consider that new phases of "tape-teaching," especially in relation to filmstrip projectors will call forth new avenues of endeavor in the A-V industry, in order to supply in quantity and quality, the type of material for which enterprising teachers will create real need in the development of easier and more effective teaching-learning situations.

Before discussing the benefits of what are probably our two most useful audio-visual aids which use the light-lens-screen principle, it might be well to at least mention other aids which are basically visual, but which, because of possibilities they offer for imaginative thinking and creative action, are very important in making the reciprocal teaching-learning process easier and more permanent.

(To be continued)

## News of School Supplies

(Continued from page 201)

this picture does indicate that with a new kit you can give your pencil sharpener a secure mounting without boring holes. The kit permits the mounting to be done on masonry or steel partitions.



For more information write the C. Howard Hunt Pen Co., Camden 1, N. J.

SS&E 15

### Instant Cold Pack

A new instantly available cold pack

for first aid treatment has recently been developed by Kwik-Kold Mfg. Co.

The unit consists of a double plastic bag containing both a liquid and a dry chemical. When you simply squeeze the bag, the inner bag ruptures and allows the two chemicals to combine. The resulting chemical reaction gives you an instant cold pack with a temperature of 20° F. maintained, the distributors states, for 30 to 45 minutes.

For additional information write to School Health Supply Co., 7426 Madison St., Forest Park, Ill.

SS&E 16

### Improved Rite-Hold Pen

Two improved features of the new Rite-Hold ball point pen, announced by the Palmer Method of Handwriting, add greatly to the use-life of this popular pen.

Now, it is refillable and also, for the first time, it is available in a colorful plastic penholder.

Palmer Method's exclusive finger-fitting double indentations above the point promote correct thumb and finger position and enable the teacher to demonstrate

proper hold for a relaxed grip and easy writing control.

The precision ball point provides instant, smooth, and dependable ink flow in dark blue, with freedom from smearing, leakage, or breakage, it is stated.



These long, graceful 7 3/4" penholders come in yellow, red, blue, or black with either medium or fine points at 28¢. Refills, both medium and fine, are 18¢ each supplied in dozen lots only. Order from Palmer Method, 902 S. Wabash Ave. Chicago 5, Ill.

SS&E 17



choose your films

## EVALUATES Audio-Visual Materials

### Holy Bible in Pictures

This is a series of twenty-three color filmstrips (11 on OT, 12 on NT). Evaluations of the filmstrips on the Old Testament were published in April 1960; evaluations of the NT filmstrips appeared in May, September, and October, 1960.

One review covered four units, with the exception where a grouping of three filmstrips was taken as a single entity (units 9-11 of the OT).

#### Series Evaluation

**Analysis.** This summary evaluation of the series, *Holy Bible in Pictures*, is based upon the scoring of individual units, the analysis furnished by the reviewing committees, and personal inspection of the material.

The average score by the first criterion, *theology*, was D-plus, or poor. The question asked by the reviewers under this criterion was:

"Are the teachings of faith and moral presented thoroughly?" Consideration was given, of course, to the purpose of an audio-visual bible history series, particularly in view of the objectives stated by the producers of the series. They set out not only to present a pictorial narrative of the Old and New Testaments, but to develop an awareness of the religious precepts associated with each period and the concepts included in most parochial school programs.

The reviewers, generally, did not think this objective was fulfilled. There seemed to be no awareness of a divine plan for human salvation with Christ as the center of both testaments, the one looking toward Him as the fulfillment of prophecy and prefigurement, the other presenting Him in His deeds and words as a Messiah whose mission is completed in His Church. There seemed to be a series of unrelated pictures chosen because of their visual impact rather than for

their dogmatic significance, underlined by captions which for the most part added nothing of etiological meaning. The sequence is one of chronology only, the emphasis of an unfolding revelation of God to man, the relation between a former and a new covenant, between the synagogue and Church, even the necessary distinction in some cases between the religious history and the literary forms in which it was clothed—all these things are lacking.

The second criterion, *philosophy*, posed the question: "Are all the principles of the philosophy of education used in this material fully in accord with Catholic teaching?" The scoring of the evaluators on this item averaged C-plus, or fair. The analysis of this item is closely tied in with that of the previous one. A Catholic philosophy of education, since it deals with the origin, nature and purpose of man and consequently of his education, is essentially a supernatural one. The material to be presented in a series of this kind concerns the story of God's dealings with men, the contrast between the old and the new Adam, between sin and death being done away with by obedience and resurrection. It is the story of the restoration of all things in Christ. It deals with the history of man, but its philosophy of history and therefore of education is essentially a supernatural one. The producers of this series seem to be unaware of this. Perhaps a reflection of their thinking is contained in their first objective: "To present a pictorial narrative of the Old and New Testaments as a meaningful and human experience." This narrative has no real meaning if it is considered only as a human experience.

*Psychology*, the third criterion calls for the question: "Does the filmstrip in its presentation properly stimulate the senses, intellect, emotions, and will?" The responses of the reviewers on this item averaged

### CAVE Evaluating Committees

The several evaluating committees and their membership as set up by the Catholic Audio-Visual Educators Association are as follows:

**General Chairman:** Rev. Michael F. Mullen, C.M.

#### Buffalo Committee:

Rt. Rev. Msgr. Leo E. Hammerl, Associate Superintendent of Schools, Buffalo, N. Y., **Chairman**  
Sister Augustine, S.S.M.M.  
Sister Mary Bibiana, S.S.J.  
Sister Mary Sacred Heart, O.S.F.  
Sister Vincent, C.S.S.F.

#### Chicago Committee:

Rev. Joseph A. Coyne, O.S.A., **Chairman**  
Sister Dolores Schorsch, O.S.B.  
Sister M. Carmelia, O.P.  
Sister Jean Philip, O.P.  
Sister M. Benedicta, I.H.M.

#### New York Committee:

Very Rev. Msgr. John P. Breheny, Principal, Cardinal Spellman High School, New York, **Chairman**  
Rt. Rev. Msgr. Charles M. Walsh  
Brother Benedict Victor, F.S.C.  
Sister Julia Bertrand, M.M.



C minus, or fair. Since this is a visual presentation there is question of the psychology used in the selection of art. The paintings are of a modern decorative style, well done, using pastel shades and muted colors. At times there is not sufficient contrast in values. There is a serious doubt, however, whether this type of art is appealing to children of grammar school age. One question whether or not it is too sophisticated for them, or even whether it is dignified enough for sacred themes. In cases where the reviewers tried out the material on children the response was generally negative. There is a more serious question also involved in the use of this art. It is the type found in story books and fairy tales, and the impression might be given to the child that the events depicted are imaginative. The adult is looking behind these visualizations for the religious truths, but for the child they have to be made as real as possible.

With regard to stimulation of the intellect there is great need for a Teachers Manual which would organize the material into logical units, and give a proper emphasis to the more important events being chronicled. This could be done through a series of pertinent questions appended to a schematic treatment of salvation history. There is also need for a method of drawing from the bible story its potential for an increased love for God on the part of the student, to say nothing of its implications for practical application to life situations.

The fourth criterion, *authenticity*, tested whether the filmstrip series is accurate and reliable with regard to the facts presented. The general rating was B, or good. The historical continuity is followed very closely. However, the captions seem to have been taken from a Protestant translation, which would lessen their value for a Catholic audience.

The fifth item of the criteria, *curriculum correlation*, concerns the adaptability of the series to the needs, background, and maturity level of the student. The rating on this item was D, or poor. The great need in teaching bible history today is to give the student not just a series of historical facts connected merely by a chronological se-

quence, but a unified pattern of events reflecting the arm of God intervening in the affairs of men and guiding them through His Providence. Catholic children who learn the truths of the faith as synthesized in the questions and answers of the catechism are mature enough to grasp the unfolding of truths in dogmatic, historical, liturgical perspective if the story is presented properly.

*Organization* is item six of the evaluative criteria. Is there unity and coherence in the audio-visual material? Is the filmstrip series sufficiently limited in scope? The consensus on these questions resulted in a general average of D-minus, or poor. The question of unity and coherence has already been treated. With regard to limitation of scope it was thought that the material in some units could not adequately be developed in nineteen frames. A Teachers Manual would do much to place proper emphasis on certain facts which are of greater importance than others in the tide of religious history. Certainly the events in the first three chapters of Genesis deserve more detailed treatment than many of those chronicled in the Book of Judges.

The average score for *Technical Quality* was B-plus, or good. The art is good. Whether it is adapted to young minds is another question. The photography is excellent. Fibocolor, the process used, was developed in Holland. For *Interest Appeal*, the scores averaged C-plus, or fair. There is a natural interest involved in looking at visualizations of Old and New Testament events since many of them are quite striking. Visual aids are a natural for the Bible. Perhaps the use of a representative style of art rather than decorative would give a greater impact to the series.

The scoring for *Utilization* was C-minus, or fair. The question asked was: "To what extent does the series provide a teaching experience above and beyond that accomplished by other teaching methods?" The usefulness of this material would be greatly enhanced if the producers provided a good Teachers Manual, or developed a set of recordings which would explain the pictures more adequately than do the captions. As it is the good teacher has to do too much

work; the poor teacher may give a wrong impression. There is need for an orientation toward the overall plan of redemption in Christ, a recasting of some pictures for purposes of unification on a dogmatic basis. There should be some discussion questions, some delineation of points of doctrine, some allusions to the liturgy, some suggestions for application to the child's life today.

With regard to the last criterion on the list, *desirable outcomes*, an averaging of scores resulted in a D-plus, or poor. This was the reaction of the evaluators to the question: "How well does this series aid in the development of understandings, attitudes, and habits of Christian social living?" Again there is the obvious need of a Lesson Plan.

Since the Bible is the story of God's love for man culminating in Christ's redemptive action and His living in the Church, there is a tremendous potential in an audio-visual series of this kind for the development of Christian living. In fact, all correct teaching should have at its center the Christo-centric message. We need the mind of Christ for Christian understanding; the heart of Christ for Christian attitudes; the will of Christ for Christian virtue. A correct orientation of our lives toward God, the neighbor, and other creatures can be developed from this message. It was the opinion of the reviewers that this series of pictures with captions does not adequately develop the implications of the story for Christian living.

*Appraisal.* Regretfully it must be stated that this series does not measure up to the standards set by CAVE as necessary for obtaining its Seal of Approval. The rating for the series as a whole approximates D-plus, or poor. The statement is made reluctantly for the field of bible history is in great need of an audio-visual development, and the producer of this series is a highly respected A-V company. The problem seems to be that the series was originally intended for a Protestant market, and not enough work was done on it to make it suitable for Catholic consumption. There is need for a Catholic editorial board to work on this series, to recast its pictorial content, to emphasize the salient points in salvation history to focus upon the development of

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dogmatic and moral principles in the story of man's encounter with God, above all, and to underline the fact that this is not merely human history.

## Association of Catholic Teachers

(Continued from page 237)

tained and manifested throughout the years by the religious congregation founded by St. La Salle, the Brothers of the Christian Schools.

All of us who have dedicated ourselves to Christian education, religious and secular alike, know that only with men and women in the

classrooms who are themselves spiritually mature and fully aware of their special vocation of Christian formation and education can we be sure that in every one of the classes throughout the world there is a true educator "kindling in the hearts of his pupils the vision of beauty, illuminating them with the light of truth and forming them to virtue."

The Association presently numbers about 6,000 members throughout the world. Further information concerning it may be obtained by writing to the Association center at De La Salle College, Washington 18, D. C.

## By-Lined Film and A-V Reviews

### Temperature and Expansion

Review by Rev. J. A. Coyne, O.S.A.

*Temperature and Expansion*, a 30-min. teaching film, sound, color or b/w, is one of fifteen on the subject of heat from a complete course in physics comprised of 162 teaching films. The integrated series is produced by Encyclopaedia Britannica Films, Inc., Evanston, Ill., under a grant by the Fund for the Advancement of Education. The complete course in Introductory Physics is taught by Dr. Harvey E. White, physics department, University of California.

The particular aspects of this teaching film are, as the name implies, on the various temperature scales and the instruments used in measuring temperature. Also on the expansion of solids, in this case it deals with metals.

This is the most comprehensive and extensive teaching aid ever offered to the schools covering the general subject of physics. It is taught by Dr. White, one of the best in the business. The 162 films in the series cover everything in the classical field of physics along with the latest developments in modern physics: nuclear physics, atomic physics, and electronics, etc.

**Analysis.** Film number 1 in the heat series entitled *Temperature and Expansion* presents the four temperature scales and a number of instruments that are used to measure temperature. Example: the mercury thermometer, clinical thermometer, and a couple of electrical measuring devices for temperature. Most of the discussion covering expansion is devoted to the expansion of metals and in particular a bimetallic substance and its application in thermostats.

There are a few things that should be covered in this film and, apparently, were not. There should be a definition of temperature; there should be some theory covering expansion (perhaps it is covered

in another film), there should be an explanation of the coefficient of linear expansion, there should have been more examples of practical applications. There is no conversion factor for the various temperature scales.

This lecture type of film does have its limitations, more extensive use should be made of the devices and gimmicks in motion picture photography. In a number of instances the reading of meters in the demonstrations are rather difficult to see. This could easily have been avoided, by proper lighting. The lecturer, Dr. White, commented about the intensive studio light hindering the smoothness of some of the experiments. It could have been avoided. In some sequences the blackboard looked as though it could have been given a better cleaning job and thereby have offered better contrast to the clarity of the visual picture.

**Appraisal.** This film rates unqualified approval as an excellent teaching aid for the physics class. It is recommended that the producer publish a teacher's guide and a student lesson plan. This is not a substitute for the good physics teacher, nor is it a substitute for the problem periods that are an integral part of the physics course. However it can be a wonderful help for the student who wishes to learn physics.

REV. JOSEPH A. COYNE, O.S.A.  
Cascia Hall, Tulsa, Oklahoma

## Book Reviews

(Continued from page 243)

casting doubts on his generalship," who suffered from homesickness, who knew the "sickening shock" of Arnold's betrayal, and embarrassment at De-Grasse's French welcome. The man "first in the hearts of his countrymen" loses portrait frigidity.

(Continued on next page)



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### Book Reviews

(Continued from preceding page)

Into the conclusion of his book Mr. Montross packs cryptically the impact of Washington on his officers. "I cannot come to each of you, but I shall feel obliged if each of you will come and take me by the hand."

From the chief of artillery down, the officers did not take his hand but silently embraced Washington in farewell. "When the last comrade in arms had been embraced, Washington raised

his hand to all and walked out of the door in silence."

Illustrator Victor Mays has reproduced historical scenes with the precision of museum exhibits. Maps relative to major conflicts are effectively drawn.

Readable, attractive, informational, this book is highly to be recommended for upper grade social studies classes.

SISTER MARY TIMOTHY, S.S.N.D.  
St. Mary's, New England, North Dakota

### Reader Reaction

(Continued from page 194)

if the parents do not consent (*Casti Connubi*, 1930, pp. 17, 18.).

There is a wealth of Papal statements and American court decisions, not to mention the intent of the Fourth Amendment to subordinate parental prerogatives and to preclude testmakers from poaching on the reserved preserves of personal and family privacy.

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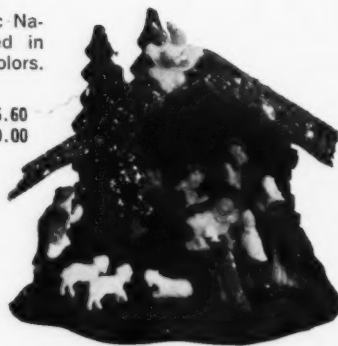
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